

THE RELATIONSHIP BETWEEN ETHNICITY AND TEACHER PERCEPTION OF THE
LEADERSHIP BEHAVIOR OF PRINCIPALS IN SELECTED ELEMENTARY SCHOOLS

AN ABSTRACT

SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION
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ABSTRACT

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Purpose of the Study

The primary purpose of the study was to assess black and white faculty members' perceptions of the leadership behavior of black and white elementary principals in black, white, or racially mixed communities. More specifically, this study was designed to determine if there were differences in the way teachers perceive the leadership behavior of principals when the teacher and principal were of different races.

Design of the Study

The faculty perception of leadership behavior was measured by the Representation, Demand Reconciliation, Consideration, and Superior Orientation subscales of the Leadership Behavior Description Questionnaire (LBDQ) Form XII. The validity and reliability of this instrument has been established through its wide usage in various settings. Principal race, teacher race, and the ethnic identification of the community in which the schools were located were the independent variables considered.

Method of Research

A descriptive survey research method was used to provide a case study of the relationship between the variables of ethnicity and perception. More specifically,

the research design for this study utilized an ex post facto survey research method to determine the interaction of the independent and dependent variables of ethnicity and perception of leadership behavior.

Information for the study was gathered by use of the LBDQ Form XII questionnaire. Coded questionnaires were mailed to 350 teachers at the participating schools. After a three-day time period, all questionnaires were collected from each school. However, two questionnaires were discarded since it was decided not to include teachers of races other than black or white in this study. Further, twenty-five were incomplete and not usable, leaving a total of 323 questionnaires or 92.8 percent for analyses for this study.

The study was conducted during the 1980-81 school year in fourteen elementary schools located in the Atlanta Public School System and two elementary schools located in the DeKalb County School System. Six of these schools were located in white ethnic communities, six were located in black ethnic communities, and four were located in communities whose ethnic identification was designated as mixed. Eight of these schools had white principals and eight schools had black principals. Nine of the principals were male while seven were female.

Statistical Method Used in the Analysis

The analysis of variance procedure was used as the means of examining the effects that the independent variable (principal race, teacher race, and community ethnic identification) had on the dependent variable (teacher perception of principal) as measured by the various subscales of the LBDQ.

Hypotheses

The following general null hypotheses were the major focii of this study. Each of the null hypothesis, along with corresponding alternative hypothesis was

examined in relation to each of the four LBDQ subscales: Representation, Demand Reconciliation, Consideration, and Superior Orientation.

Hypothesis 1

H₀: Principals serving in communities of the same ethnic identification as their own race will receive the same ratings by teachers on each of the four LBDQ subscales as principals serving in communities of different ethnic identification.

H_a: Principals serving in communities of the same ethnic identification as their own race will receive higher ratings by teachers on each of the four LBDQ subscales as principals serving in communities of different ethnic identification.

Hypothesis 2

H₀: Principals will receive the same ratings on each of the four LBDQ subscales by teachers of the same race as by teachers of a race different from that of the principal.

H_a: Principals will receive higher ratings on each of the four LBDQ subscales by teachers of the same race as by teachers of a race different from that of the principal.

Hypothesis 3

H₀: Principals will receive the same ratings on each of the four LBDQ subscales by teachers of the same race as the ethnic identification of the community as by teachers of a race different from the ethnic identification of the community.

H_a: Principals will receive higher ratings on each of the four LBDQ subscales by teachers of the same race as the ethnic identification of the community as by teachers of a race different from the ethnic identification of the community.

Findings

The following findings were reached in the analysis of the Representation, Demand Reconciliation, Consideration, and Superior Orientation subscales of the LBDQ Form XII.

1. On Hypothesis 1 — Principals serving in communities of the same ethnic identification as their own race received the same ratings by teachers on Representation, Demand Reconciliation, and Consideration as principals serving in communities of different ethnic identification.

On Hypothesis 1 — Principals serving in communities of the same ethnic identification as their own race received higher ratings by teachers on Superior Orientation as principals serving in communities of different ethnic identification.

2. On Hypothesis 2 — The null hypothesis was rejected on all four subscales of the LBDQ and the alternative was accepted. Therefore, principals received higher ratings by teachers of the same race than by teachers of a race different than that of the principal.

3. On Hypothesis 3 — Principals received the same ratings by teachers of the same race as the ethnic identification of the community as by teachers of a race different from that of the ethnic identification of the community on the subscales Representation, Demand Reconciliation, and Consideration.

On Hypothesis 3 — Principals received lower ratings by teachers of the same race as the ethnic identification of the community as by teachers of a race different from that of the ethnic identification of the community on the subscale Superior Orientation.

Recommendations

The following recommendations are made as a result of this research:

1. This study be expanded to include more school systems to provide a wider sample.
2. This study be expanded to include students of all levels.
3. This study be expanded to include middle and high school teachers and principals.
4. Studies of this type be ongoing so that knowledge and insight into teachers' perceptions of leadership behavior of principals is available.
5. This study be expanded to include all twelve subscales of the LBDQ Form XII.
6. This study be expanded to assess a faculty's perception of black and white principals (with the LBDQ Form XII) using the following variables.
 - a. Race and sex
 - (1) Black males vs. white males
 - (2) Black females vs. white females
 - (3) Black males vs. black females
 - (4) White males vs. white females
 - b. Race and grade level of teaching
 - (1) Black kindergarten teacher vs. white kindergarten teachers
 - (2) Black elementary teachers vs. white elementary teachers
7. This study include teacher's perceptions of the leadership behavior of black principals with predominantly white student populations or white principals with predominantly black student populations. This study would provide insight into race in perceptions of faculty and students which would provide valuable input to the principal.

8. Principals' supervisors take into account the fact that the race of the teachers rating the principal is a factor in the ratings given.

From the above recommendations, a researcher could analyze data that would uncover information valuable to those being perceived. Additionally, it is hoped that the tendencies and implications in this study will in some way contribute to the literature in the field of education administration.

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DEDICATION

To My Wife

Mrs. Zandra M. Sherwood

and my Mother and my Father

Junius and Lillian Sherwood

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CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

In recent years, there has been an increasing awareness of need to examine the influence of ethnicity or race upon the perception of one group of individuals toward the behavior of other groups. The movement of the United States toward a multi-ethnic society; the civil rights movement of the 1960's; the Brown vs. the Board of Education Decision of 1954; and more specifically, the movement of blacks into higher levels of administrative positions within various insitutions, have all contributed to the aforementioned need to take a closer look at the impact of race upon perception.

The literature is replete with research which indicated that perception has a direct impact upon the behavior of both the perceiver and the person being perceived as well. In addition, much of the recent research on ethnicity, suggests that ethnic or racial pride and background exerts a strong influence upon the perception of individuals and groups toward other individuals and or groups:¹ In short, the interaction between ethnicity and perception is a well-established fact. More specifically, the makeup of the American society -- a multi-ethnic, integrated society -- assures a high degree of personal, social, and occupational interaction of various racial or ethnic groups. Therefore, issues, concerns, and

¹Carlos Cortez. "The Societal Curriculum and the School Curriculum. Allies or Antagonists?" Journal of Education Leadership, Vol.36, No. 7, (April 1979): 476.

problems emanating from perception as a factor of ethnicity or race of one person or persons toward the perception of the behavior of others, becomes a tenable research problem.

In recent years, education, more so than other major institutions within the American society, has reflected and manifested many of the problems and concerns related to the interaction of opposite racial or ethnic groups. These opposite-race interactions become a major concern when the situation involves a subordinate-supervisor relationship, such as might be found in a school setting where the faculty and staff are of a different racial or ethnic group from the school administration. For the most part, the influence of the variable of ethnicity or race has not been thoroughly examined relative to how black and white faculty members perceive the leadership behavior of black or white principals.

The significance of this issue is further emphasized when we consider the fact that most urban school settings have integrated faculties and staffs as well as integrated administrative leadership. When perceptions are based upon racial identity, rather than upon performance, serious internal problems may result.

According to Crews, strained personal relations between principals and teachers created a kind of "cold war" that prevents or impedes educational effectiveness.² In another study, Richard and Jaffee showed that the performance ratings of black supervisors by white staff were significantly poorer than those of white supervisors.³ Conversely, blacks supervised by whites were rated lower than black supervisors by black subordinates.

²Carole Crews. "Instructional Supervision: Winter or Warm." Journal of Educational Leadership, Vol. 36, No. 7 (April 1979): 519.

³Steven Richards and Cabot L. Jaffee. "Blacks Supervising Whites: A study of Interracial Difficulties in Working Together in a Simulated Organization," Journal of Applied Psychology, Vol. 56 (1971): 234.

These preliminary findings become extremely important when considered in juxtaposition to the recent movement toward the evaluation of principals by teachers. These research results are significant in light of federal mandates related to affirmative action for black and other minority school administrators. As Parker notes, there are few empirical or descriptive studies which consider the effects of race as a variable in supervisor-subordinate relations.⁴ This study attempts to fill an obvious void in an area which affects the effectiveness of education in general, and the social and professional climate of schools in particular.

Need for the Study

In view of the fact that more than sixty percent of the black educational leaders are in urban school systems, and federal laws mandate the integration of schools --both in terms of student population and faculty and staff -- the relationship between teachers and principals of opposite ethnic or racial groups, becomes a major research concern. In addition, the lack of a significant amount of field-based research and the push toward increased teacher evaluation of principals, has further helped to emphasize the need for a field-based, empirical study examining this issue of the influence of ethnicity upon perceptions of leadership behavior of opposite-race groups.

Methods and Procedures

This study utilized a matched-sample survey to generate and analyze data relating to the basic research questions: What is the effect of ethnicity or race upon teacher perceptions of leadership behavior of the opposite race of principals? The analysis of variance was employed to determine the difference between the group means as main effects of the independent variable.

⁴W. S. Parker. "Black-White Difference in Leadership Behavior Related to Subordinates' Reaction," Journal of Applied Psychology, Vol. 61 (1976): 140.

Statement of the Problem

This study investigated ethnicity as a factor in teacher perception of the leadership behavior of principals. More specifically, this study was designed to determine if there were differences in the way teachers perceive the leadership behavior of principals when the teacher and principal were of different races. The four subscales of the Leadership Behavior Description Questionnaire (LBDQ) Form XII was used for the analysis.

Research Questions

This study is designed to answer the following questions:

1. Does the racial background of the principal affect the teacher's perceptions of principals' leadership behavior as measured on four scales of the LBDQ Form XII in varying racial situations?
2. Does the racial composition of the environment significantly affect the perceived leadership behavior of the principal?
3. What are the implications of the findings of this study for future educational administration?

Delimitations

The following limitations were recognized in this study. The principal's ability to lead and leadership style was not evaluated. The LBDQ Form XII was used to gather data from teachers from fourteen elementary schools in the Atlanta Public School System and two elementary schools in the DeKalb County School System. A demographic data sheet was used to establish the relevance of the subjects and settings to the study. The data collected was based upon the 1980-81 school year.

Further, it was recognized that the LBDQ Form XII is long and respondents may have tired and not responded correctly. Teachers may have responded in a manner that assured a positive reflection on the principal. It was not possible for

this study to control for all variables that might have affected teacher perception of principal leadership behavior.

Definition of Terms

1. Ethnicity. Ethnicity is a human characteristic that signifies cultural, racial, religious, or linguistic tradition.
2. Ethnocentrism. Ethnocentrism is belief in the inherent superiority of one's own ethnicity concurrent with a feeling of contempt for that of others.
3. Leadership. Leadership is the process of influencing the activities of an organized group toward goal setting and goal achievement.
4. Principal. The principal is a professional employee appointed as the head or the director of a school and is directly responsible for the educational process and achievement of school district goals in that building.
5. Teacher. The teacher is a professional employee assigned to a school as an instructor of a discipline or group of subjects and skills.
6. Community. Community is the geographic location of the schools identified in this study.
7. Representation. Representation is a process by which a person speaks and acts as the representative of a group.
8. Superior Orientation. Superior orientation is a process which focuses on a diplomatic and self-serving relationship with one's superiors.
9. Consideration. Consideration is a regard for the comfort, well being, status, and contributions of subordinates.
10. Demand Reconciliation. Demand Reconciliation is a process to reconcile conflicting demands and reduce disorder to a system.

Abbreviations

LBDQ Form XIII is the abbreviation used for the Leadership Behavior Description Questionnaire Form XII published by Ohio State University.

Assumptions

It was assumed that:

1. Ethnicity influences perception of people regardless of setting, level of education and experience, and position of power or prestige.
2. Ethnocentrism is a fundamental cause of racial conflict in the state, the nation, and the world.
3. An integrated school system faces racial problems within the staff.
4. How principals and teachers of different races interact affects the educational atmosphere.

Hypotheses

In order to statistically examine the effects of ethnocentrism on leadership behavior, an alternate and a null hypothesis were formulated for four selected subscales from the LBDQ Form XII to reflect varying racial leadership patterns.

Null. There will be no statistically significant difference between racially different faculty groups' perceptions of administrators behavior whether the administrator serves a community whose race is different from his or the same as his own.

Alternate. Faculty perceptions of administrators behavior will differ along racial lines when the administrator serves a school community whose race is different from his own and will not differ along racial lines when the administrator serves a school community of his same race as measured by the four selected scales of the LBDQ Form XII.

Summary and Organization

This chapter has presented the problem and its setting, information relevant to the background and nature of the study, statement of the problem, research questions, delimitations of the study, definitions of terms, abbreviations, assumptions, and hypotheses.

The related literature pertinent to the study was reviewed, summarized, and is presented in Chapter II. The related literature was divided into two sections: (1) research on the race of the community as an intervening variable on the teacher's perception of the leadership behavior of elementary school principals and (2) research on race, as a variable in the teacher's perception of the leadership behavior of elementary principals. Chapter III deals with the methodology, design of the study, description of targeted population, method of research, limitations of the method, sample population and procedure, description of the sample population, description of the instrument, analysis of the data and the statistical analysis. Chapter IV is an analysis of the findings. Chapter V contains the summary, findings, discussion, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This section is a review of literature relevant to this study. In accord with the research questions presented in Chapter I, two types of literature are reviewed in this chapter: (1) research on the race of the community as an intervening variable in the teacher's perceptions of the leadership behavior of elementary school principals and (2) research on race, an intervening variable in the teacher's perceptions of the leadership behavior of elementary principals.

Race of the Community as an Intervening Variable in the Teachers' Perception of the Leadership Behavior of Elementary Principals

Katz and Kahn described leadership as a relational concept that implies two terms — the influencing agent and persons influenced.¹ Leadership is dependent as much on the dimensions of the situations and followers as on the characteristic of the person in the leader's position.²

Leadership style is an important consideration in selecting the best person for a school principalship. The community's expectations and involvement, the critical issues that prevail, the history of the school district and specific school building, and the make-up of the instructional staff are factors that impact the selection process. The dimensions of the situations and the leader's

¹Daniel Katz and Robert L. Kahn. The Social Psychology of Organizations, (New York: John Wiley & Sons, Inc., 1966) p. 301.

²Ibid.

characteristics must be reasonably coordinated so that the leader can perceive the problems clearly and interpret and prescribe appropriately. The principal's status as a person and leader affects the degree of authority, power, and influence that accrue from the faculty and other administrators.³

Researchers have given considerable attention to the situational constraints on organizational effectiveness.⁴ It is well established that organizations (including schools) exist in a network of influences to which they respond.

The effect of race as a situational or environmental constraint in leader-follower relations has been of increasing interest to researchers more recently. These more recent studies have examined racial attitudes in organizational settings⁵ and the perception of the leader-follower relationship as influenced by racial attitudes. Examples of the studies which provide insight to the present study are presented in this review.

An early study which provides some insight on the influence of the school-community on perceptions of leadership behavior is provided in Chapman's investigation of the expectations of the black urban principal as perceived by himself. The primary conclusions about the black principal and his role were:

1. Administrator superordinates had a higher expectation of the black principal in the area of client orientation than the black principal.
2. Influential and active community persons in the area of client orientation had higher expectations than the black principal.

³Richard Gorton. Conflict, Controversy and Crisis in School Administration Supervision: Issues, Cases, and Concepts for the 70's. (Dubuque, Iowa: W. C. Brown Company, 1972), p. 301.

⁴Wayne K. Hoy. Educational Administration: Theory, Research, and Practice. (New York: Random House, 1978) p. 176.

⁵D. C. King and B. Bass in J. B. Ritchie and Paul Thompson. Organization and People: Reading Cases and Exercises in Organizational Behavior. (St. Paul Minn.: West Publishing Co., 1978): p. 392.

3. Black Superordinates had higher expectations in the area of initiative than black principals.
4. Community persons had higher expectations than the black principal in the area of initiative.⁶

The implication of Chapman's study was that role conflict is almost unavoidable for the black principal. The role expectation of the black principal is many things to many people — probably too many things to too many people. The black community presumes that the black principal innately has a preferred knowledge and understanding of the cultural background of the people he is serving. All community participants in the study stated that the black principal should be more vocal and more demanding in his effort to acquire adequate staff resources vital for a successful school program in the black community. The community senses that major decisions are not permissible at the local school level. This handicap limits that authority of the black principal as he attempts to design new programs, reallocate his current staff, and acquire supportive staff necessary for a successful fruition of the kind of constructive program he envisions.

A black principal, regardless of his qualification score, is more likely to receive a hardship assignment than his white counterpart. Service in hardship or high risk areas often means for the black principal struggling for early survival, and compliance to procedures he deems questionable.⁷

⁶R. L. Chapman. The Role Expectation of the Black Urban Principal as Perceived by Himself, Administrators, Influentials, and Other Active Community Persons. Paper presented at the meeting of the American Educational Research Association, New Orleans, February 1973. (ERIC Document Reproduction Service No. ED. 075 527).

⁷Ibid., pp. 25-26.

In 1971 Thomas Monterio conducted a study to determine how white and minority principals perceived community involvement in the school and curriculum. The responsibilities of teachers and administrators in relationship to the school and its community were also examined. The principals involved in the study served in predominantly black and Hispanic schools in New York City. Valid responses were received from fifty-two principals representing 87 percent of the sample. Of the fifty-two who returned the perceptionnaire, thirty-three were white, seventeen were black, and two were Hispanics. In analyzing and reporting data, the black and Hispanic principals were combined and classified as minority principals.⁸

The responses of white and minority principals showed differences and contrasts on the perceptionnaire items in the three areas of community involvement, curriculum, and responsibilities of teachers and administrators to the school and community. Only 12 percent of the white principals felt that parents and community representatives should have the opportunity to assist the principal in the evaluation of teachers, while 37 percent of minority principals supported this aspect of community involvement. In addition, minority principals supported community control of schools. Seventy percent of the white principals opposed community control of schools and 24 percent of them were undecided on this issue. On the issue of curriculum (1) white principals opposed more strongly than minority principals a curriculum which reflected the dominant values of the immediate community rather than the values of the broader society; (2) ninety-five percent of minority principals indicated that knowledge of African-American

⁸Thomas Monterio, "Ethnicity and the Perception of Principals," Integrated Education, Vol. 15, No. 3 (July-August 1977): 15-16.

history strengthened the self-image of black children, while 79 percent of white principals agreed with this point of view; and (3) minority principals agreed more strongly than white principals that Spanish speaking children should not be discouraged from conversing in their native language.

In regard to responsibilities of teachers and administrators to the school and its community (1) minority principals felt that in black and Hispanic communities, it is important that teachers make home visits and that teachers and administrators should live in the community in which they work;⁹ but (2) 91 percent of white principals opposed this idea as compared to 58 percent of minority principals; and (3) minority principals felt more strongly than white principals that, in economically disadvantaged communities, principals should exercise leadership in community organizations.

In general, there were many areas of agreement in the perceptions of white and minority principals serving in black and Hispanic communities in New York City. They tended to agree most on issues involving curriculum and responsibilities of teachers and administrators.¹⁰

Ethnicity seemed to be a more important factor in perceptual differences among principals concerning community involvement in the school. Minority principals seemed to favor more active participation of parents and community residents in the decision-making process in schools. These perceptions of minority group principals may be influenced by the fact that their leadership position are a direct manifestation of minority group demands for community control.

⁹Ibid., p. 16.

¹⁰Thomas Monterio, Integrated Education, p. 16.

Sidney Trubowitz as a white administrator, gives his self-perceptions, experiences, and trials and traumas of the white establishment educator in the black community. He stated:

I am stereotyped. I am the unsympathetic automaton programmed by a white bureaucracy to maintain establishment rule over a black community, the repressor of teacher creativity, blind to the hopes and emotions of black children, the symbol of punishment and fear for pupils and teachers alike. I am the man described by Herndon in THE WAY IS 'SPOZED' TO BE. And so rarely am I seen as someone who knows hope and frustration, love and fear, anger and intimacy. Rarely am I seen as someone who relies on feeling as well as logical analysis to make administrative decisions.¹¹

Concerning his feelings of prejudice, Trubowitz further stated:

To grow up in a racist society is to be nurtured on prejudice. Prejudice is transmitted by a society which ignore or distort the position of blacks. It is absorbed with the tightening grasp of a mother's hand as a black approaches. It seeps in as a child overhears deprecating remarks about minority groups.¹²

Michael Stones in 1972, conducted a study that focused on school principals in three major Texas cities. The questions he asked were as follows:

1. How much knowledge of discrimination would they have?
2. How much social distance in regard to blacks would be expressed openly by school principals?
3. What role does racial stereotyping play in their thinking?
4. What would be their evaluations of school segregation and desegregation?
5. What would they think of busing?
6. What would they think about their own role in racial issues?¹³

¹¹ Sidney Trubowitz, "Confessions of a Ghetto Administrator," Phi Delta Kappa, Vol. 53 (1971): 210-213.

¹² Ibid.

¹³ Michael E. Stones, "School Administrator Attitudes and Racism," Integrated Education, (March-April 1972): 54-59.

The results of the study were as follows:

1. A sizeable number of administrators displayed personal barriers or social distance as in residential preference against other ethnic groups. Many also remained isolated from blacks in their communities.
2. Over 10 percent of the white sample appeared to be unaware of evidence of discrimination, e.g., police disrespect.
3. Several principals had stereotypes of black people. One third of the white sample thought most blacks were less ambitious and that most black families were not stable and law abiding. Thirty percent of the white sample thought of black children as lacking ambition causes no hardships.
4. In their answers about desegregation, most agreed that blacks received a poor education. More believed that integration would hurt black education more than white education.
5. Most of the sample were opposed to busing. The main opposition to busing was that school administrators thought the neighborhood school concept was more important than integration.
6. With regard to active approaches to racial issues, most agreed that teachers and administrators need more extensive training in dealing with minority groups. Most of the sample also agreed that school administrators have much effect on racial issues, but they were split on whether schools and school administrators should be more active in dealing with racial issues in schools.

Stones concluded that of the population studied, racial problems were the most common serious problems facing schools and school personnel.¹⁴

The preceding examples of literature on the influence of the community indicate that there is some difference in how the principal or principal's role is perceived when the race of the community is a factor. The Chapman study illustrates that **both community members** and administrative superordinates have higher expectations of **black principals in black communities**. Moreover black and white principals differ in their perceptions of the principal's role as illustrated in other studies. However, it is not clear from these studies how white and black principals working in white or integrated communities might differ in role expectations and role perceptions from those working in black communities.

The ethnic identification of the community could be an influential factor in how the principal is perceived. The demands and expectations the community imposes on the principal has a definite bearing on how he is perceived. It appears that black principals are more persuaded by community influence than are white principals, consequently, influencing their status among teachers, other administrators, and community members.

There are few empirical studies that address the problem of race and the community and its effect on principal behavior as perceived by teachers and community clientele. This study is designed to explore this critical area.

**Race as an Intervening Variable in the Teachers'
Perceptions of the Leadership Behavior of Elementary Principals**

Increasingly, principals and teachers of both races must work together. In his 1964 publication, Killiam wrote about the American racial crisis, noting that the

¹⁴Ibid.

"history of black-white relations in this country is marked by a series of ups and downs, those alternating periods of stability and disequilibrium."¹⁵

Communication channels between principals and teachers of different races, according to Johnson and Hall, can be clogged with distrust and forms of silent discrimination.¹⁶ As a consequence of either conscious or unconscious racist attitudes, a condition of uneasiness can affect the principal's behavior toward subordinates resulting in censoring of responses and reaction, less spontaneity, and uncertainty about the degree to which rules should be enforced.¹⁷

It is the belief of this writer that the extent to which a principal is able to facilitate instruction is directly related to how the teacher perceives the leadership and the leader's behavior in that role. Many principals are not aware of their own perceptive field or of the perception teachers have of them. This is an important item to mention because it is what a person sees himself to be that causes him to perform ineffectively or effectively in this role.

The role of the principal is to facilitate good instruction. In order to do this, the principal needs to have facilitating characteristics and skills of a personal, managerial, and professional nature. The extent to which the leader is able to facilitate improvement of instruction is directly affected by the way in which the teacher perceives the principal's behavior in his leadership role.

¹⁵ Lewis Killiam and Charles Grigg. Racial Crisis in America, (Englewood Cliffs, New Jersey: Prentice-Hall, 1964) pp. 1-2.

¹⁶ Harold T. Johnson and Morris M. Hall, Ed. School Desegregation, Educational Change, and Georgia, (Athens, Georgia: School Desegregation Education Center College of Education, 1968) p. 32.

¹⁷ J. B. Richie and Paul Thompson. Organization and People, pp. 392-397.

In 1972, Dr. William L. Stanley, Jr. examined "race as a salient factor in teacher's perception of leaders' behavior." He raised the questions, "Does a teacher's racial origin affect the professional relationship with the principal?" "Can an adversary relationship develop because liking and trust are impeded by racial difference?"¹⁸ In an environment characterized by institutionalized racism, effective leadership is impeded.

Educational leadership has been the subject of persistent research and controversy for many years. There exists a wide range of opinion and research on what leadership really is, how it can be judged.¹⁹

In this context, leadership is defined as the process of influencing activities of an organized group toward goal setting and goal achievement.²⁰ These goals may be impaired by the race of the leader. In addition, the physical environment, staff relationships, community environment, and district-wide conditions affect leadership.²¹

King and Bass have indicated that issues of race and leadership in organizations are just beginning to grow in importance. Many blacks are concerned about achieving full representation at all levels of the white organizational hierarchy — rather than just the entry level. This concern is

¹⁸William L. Stanley, Jr. "Perceived Principals Leadership Behavior : The Relationship of Race in Selected Elementary Schools." Ed.D. Dissertation, Columbia University, 1972.

¹⁹Association for Supervision and Curriculum Development. Leadership for Improving Instruction. (Washington, D. C.: The Association, 1969): 10.

²⁰Wayne K. Hoy. Educational Administration: Theory, Research, and Practice. (New York: Random House, 1978) p. 176.

²¹Ibid.

related to the need to meet higher order demands of ego satisfaction and self-actualization.²²

However, King and Bass suggest that there has been a "cultural lag" in the integration of the white organization. They further note that behavioral scientists have found a "cultural lag" between the motives of many American workers and the motives attributed to them by management, as reflected in management policies and behavior.²³

Two studies conducted by Cox and Krumboltz²⁴ and DeJung and Kaplan²⁵ using military personnel as subjects showed that racial bias existed in peer ratings. In both experiments, white and black soldiers received significantly higher performance ratings from members of their own race than from members of the other race.

In another study, Katz and Cohen paired white and black subjects to work on a problem-solving task. The white subjects downgraded the performance of their black partners, even though both were correct an equal number of times on the

²²D. C. King and B. Bass in J. B. Ritchie and Paul Thompson. Organization and People: Reading Cases and Exercises in Organizational Behavior. (St. Paul, Minn.: West Publishing Co., 1978), pp. 392-393.

²³Ibid.

²⁴J. A. Cox and J. D. Krumboltz, "Racial Bias Rating of Basic Airmen," Sociometry, Vol. 21, (1958): 292-299.

²⁵J. W. DeJung and H. Kaplan, "Some differential effects of race of rater and ratee on early peer ratings of combat aptitude," Journal of Applied Psychology, Vol. 46 (1963): 370-374.

task. The possibility exists that the racial biases of whites could have affected their performance rating of their black partners.²⁶

Parker notes that there are few empirical or descriptive leadership field studies which consider the effects of race as a variable in supervisor-subordinate relations.²⁷ Ruhe and Hill²⁸ and Richards and Jaffee²⁹ also consider race as a variable in supervisor-subordinate relations, but these are laboratory studies. Neither of these studies specifically dealt with the supervisor-subordinate relationship in black and white organizations.

It is difficult for one person to provide the variety of leadership roles needed by the followers in a given situation. An elementary school has a group of instructors whose differences in the personal, social, and emotional areas place a variety of demands on the principal. The underlying social attitudes that cause people to accept or reject, approach or avoid, respect or doubt others motivate the behaviors of principals and teachers as the one attempts to influence and the other responds in a variety of ways.³⁰

²⁶ Katz and J. Cohen, "The effects of training Negroes upon cooperative problem solving in biracial teams," Journal of Abnormal and Social Psychology, Vol. 63 (1962): 319-325.

²⁷ W. S. Parker, "Black-White Differences in Leadership Behavior Related to Subordinates' Reaction," Journal of Applied Psychology, Vol. 61 (1976): 140.

²⁸ J. A. Ruhe and C. Hill in Lorraine Poliakoff, "Recent Trends in Evaluating School Personnel," Matopma; Elementary Principal, Vol. 52, No. 5 (1973): 39.

²⁹ Steven A. Richards and Cabot Jaffee, Applied Psychology, p. 230.

³⁰ Wayne Hoy, Educational Administration, p. 189.

Ethnicity is a human characteristic that connotes cultural, racial, religious, or linguistic tradition.³¹ The American society is a composite of groups representing a range of traditions that represents a large portion of the world's people.

Usually the pride in one's heritage is an accepted attitude and one is conscientious about observances and practices that perpetuate tradition. But this society is a bastion of ethnocentrism that has trammelled the expression of pride of certain groups. Each of us receives a life-long education through the societal "curriculum" that affects beliefs, perceptions, attitudes, and behaviors related to ethnic groups.³² A child may begin school with a firmly entrenched value system complete with prejudicial and stereotypic views about traditions and people. Little in the school or society has a counteractive impact on the ethnocentric syndrome of whites in this country.

In 1971 Taylor and Aboud presented results of their studies concerning ethnic and role stereotyping which showed important implications for ethnic group relations. They summarized:

Evidence from several sources suggests that inferences based on role stereotypes are more useful predictors of a person's behavior than inferences based on ethnic stereotypes. Although both involve a set of expectancies about members of a particular group, roles have more normative power than expectations about ethnic groups. Role stereotypes are essentially expectations about ethnic groups. Role stereotypes are essentially expectations shared not only by the community but also by the occupant of the role who typically conforms to the role prescriptions. On the other hand, ethnic stereotypes are generalizations shared by one group with respect to members of another, but where a member of the ethnic group feels no obligation to conform

³¹ Jess Stein, Ed. Random House Dictionary of the English Language. (New York: Random House, 1966), P. 489.

³² Carlos Cortez. "The Societal Curriculum and the School Curriculum: Allies or Antagonists?" Journal of Educational Leadership, Vol. 36, No. 7 (April 1979): 476.

to these expectations. In addition, many recent studies on interpersonal behavior have pointed out that the majority of our interactions take place within the context of roles.³³

In 1971 Sheikh and Miller stated on person perception:

For many years it had been assumed that ethnic stereotypes affect the perception of ethnic group members. Of late, this assumption has received considerable empirical support. The influence of the ethnic stereotype on the perception of individual group members has been inferred from the similarity in the subjects' ratings of these individuals to their reaction to the ethnic group in general, or from consistent difference in their rating of individuals identified as members of that group. Also, more specifically, it has been demonstrated that majority group members' judgment of individuals from the minority group is more dependent on stereotyped reactions than is their judgments of individuals from their own group.³⁴

When working with others, it sometimes seems to matter little what a supervisor actually does. It matters more that what others think the supervisor does is what they think he should do.³⁵

Few assessment approaches for administrators including Job and Management of Objectives, considered using the perceptions of their faculties to assess their performance and leadership behavior. Perception questionnaires may be an important starting point in evaluating the leadership behavior of the administrator. The quality of learning experiences provided for children may be

³³F.E. Aboud and D. M. Taylor. "Ethnic and Role Stereotypes: Their Relative Importance in Person Perception," Journal of Social Psychology, Vol. 85 (1971): 17-27.

³⁴A. A. Sheikh and P. A. Miller, "Investigation of Some Variables Influencing Stereotyping in Interpersonal Perception," Journal of Psychology, Vol. 78 (1971): 213-216.

³⁵William H. Lucia and John D. McNeil. Supervision: A Synthesis of Thoughts and Actions. (New York: McGraw-Hill Publishing Co., 1969) p. 29.

dependent on the faculty's perceptions of the leadership behavior of the school administrator.³⁶

Moyer conducted a study of the principal's leadership behavior and the perceptions of teachers toward the behavior, and the relationship between these perceptions and teacher satisfaction. His hypothesis was as follows:

Close correspondence between teachers' perceptions toward leadership will be associated with a high degree of teacher satisfaction.³⁷

Two styles of leadership, leader-centered and group-centered were defined in Moyer's study, and question-sort statements were developed to permit teachers to choose items which would describe their ideal principal. A rating scale for teacher satisfaction was also developed. These instruments were administered to the teachers of seven schools.

Some of the major findings follow: (1) the closer the correspondence of perceptions and needs toward leadership within a teaching group (group solidarity), the higher the overall satisfaction of the teachers in the group; (2) the closer the members of a teaching group correspond in group-centered perceptions toward leadership, the higher the overall satisfaction of the teachers in the group; and (3) the extent to which a teacher defines the ideal principal as one who encourages teachers to be less dependent on him and more interdependent, the higher the overall satisfaction of the teachers in his group.³⁸

³⁶ National Education Association, "Should Teachers Evaluate Principals?" Today's Education, Vol. 60 (1972): 2.

³⁷ Donald C. Moyer, "Teachers' Attitudes Toward Leadership as They Relate to Teacher Satisfaction." (Ph.D. Dissertation, Department of Education, University of Chicago, (1954) p. 141.

³⁸ Ibid.

While Moyer may have been more preoccupied with teacher satisfaction, his findings do suggest the importance of perceptions on the part of teachers.

Research from a large urban setting showed how black administrators perceived themselves and what part race played in those perceptions. The writer found a study conducted by Rouse. He observed that: "The black male school administrator seemed to be happiest, or perhaps most complacent, upon attaining the position of school principal." Rouse's study also showed that black male administrators aspired to higher positions and had the qualifications needed to advance; however, the possibilities for advancement were limited. All of the forty participants in the study seemed to desire promotions, but they all seemed to think promotion was hopeless, because of their race. They were firmly convinced that their inability to advance up the administrative ladder was because of racial bias, and their aspirations appeared to be purely academic.³⁹ These conclusions supported the evidence of race as an intervening variable in the self-perceptions of these administrators.

Glasgow designed and conducted a study designed to investigate the self-perceptions of a sample of black principals in the District of Columbia Public Schools. The study was conducted to measure and describe leadership based on the variables: interaction, performances, and expectations using the Leadership Behavior Description Questionnaire (LBDQ). Glasgow compared the mean scores of a sample of white principals who had been investigated by James Hunt with the mean scores of a sample of black principals to determine if significant differences existed.

³⁹D. E. Rouse. The Black Plateau. Paper presented at the meeting of the American Educational Research Association, New Orleans, February 1973. (ERIC Document Reproduction Service No. ED 075 525).

The results of the study showed (1) there were no significant differences between self-perceptions of leadership of black and white principals and (2) black principals saw themselves as being competent to assume the leadership role in professionally staffed organizations.⁴⁰

A study conducted by Edward F. Adams was described as follows: Six black male managers and ten white male managers were compared using reports of satisfaction (the Job Description Index), perceptions of leadership (Leadership Behavior Descriptionnaire, Form XII and Perceptions of Supervisor), communication influence, and job problems measure (Role Tension Index and Job Problems) obtained from 406 subordinates in 24 units of a retail organization. Subordinates were grouped by ethnicity to investigate whether effects could be found on the four sets of dependent measures. When black males were compared to white males, the black male managers were perceived as exhibiting more consideration behavior.⁴¹

Two recent field studies of black leaders were done by Ruhe and Allen. They found that black military leaders supervising cognitive (ship routing problem) and mechanical (knot tying tasks) had lower frequencies on all categories of the Interaction Process Analysis and failed to provide direction, support, and feedback for subordinates resulting in lower group performance than groups with

⁴⁰A. D. Glasgow. The Self-Perceptions of Leadership Behavior of the Black Secondary School Principal. (Doctoral dissertation, Catholic University of America, 1970).

⁴¹Edward F. Adams, "A Multivariate Study of Subordinate Perceptions of and Attitudes Toward Minority and Majority Managers," Journal of Applied Psychology, Vol. 63, No. 3, (June 1978): 277.

white military leaders.⁴² Parker, using the Bowers and Seashore four-dimensional measure of leadership behavior (managerial support, goal emphasis, work facilitation, and interaction facilitation), found that blacks were seen as more effective leaders than whites in terms of all four leadership scales.⁴³

The approach suggested by Ford seems to lead to increased costs in terms of loss of racial identity, if we are pessimistic enough to believe that the behavior exhibited by a few black leaders would be representative of larger numbers in the future. The problems related to the effectiveness of the black leader with white subordinates included (1) communication problems with white counterparts, (2) psychological "hang-up," (3) problems with supervision of staff personnel, (4) problems in convincing others in the organization of his competence, and (5) being accepted on both formal (official) and informal bases.⁴⁴

Ford suggested that the solution to these problems and to the problems of black leaders becoming an "organization man" in an organization beset with discriminatory policies and practices lies in the adoption of a real and workable policy of total integration. However, this solution appears to have the potential to lead to loss of racial identity. Presumably there are other alternatives available for blacks in leadership positions.⁴⁵

⁴² J. A. Ruhe and W. R. Allen, "Differences in Task Behavior and Attitudes in Two Organizational Settings by Race." (Tech. Rep. 76-1 Research, 1976).

⁴³ W. S. Parker, "Black-White Differences in Leader Behavior Related to Subordinates Reactions," Journal of Applied Psychology, Vol. 61 (1976): 140-147.

⁴⁴ David L. Ford, Jr., "Cultural Change: Ideas and Applications," Social Change: Ideas and Applications, Vol. 8, No. 1 (1978): 1-6.

⁴⁵ Ibid.

Sedlacek and Brooks have concluded that society is run by whites for whites and that racism is primarily a white problem. Unless whites are willing to change their attitudes individually and collectively through institutions, white racism is likely to remain. Attitudes play an essential role in person perception. They maintain that attitudes, particularly whites towards blacks are negative. Their investigation points out the fact that whites perceive blacks as being counter productive, shiftless, and irresponsible.⁴⁶

R. G. Bales conducted a study utilizing the Interaction Process Analysis. It was found that white subordinates behave differently when supervised by blacks and that some of these behaviors impeded the effectiveness of the black supervisor. With regard to racial bias in performance ratings, it was interesting to find that it only occurred when subordinates rated black supervisors on their human relations skills. An explanation for this occurrence could be that since it was more difficult to rate a person on his human relation skills, or to agree on exactly what behaviors compromise human relation skills, a greater possibility existed that factors such as one's own personal attitude and biases had entered into the performance evaluation. This explanation must be tempered by saying that this may occur when there is face to face interaction between rater and the person whom he subsequently rates, because racial attitudes did influence the ratings of the observers who did not interact with the black supervisors. Bales

⁴⁶William E. Sedlacek and Glenwood C. Brooks, Jr., "Racism in the Public Schools: A Model for Change," Journal of Nonwhite Concerns in P & G, Vol. 1 (April 1973): 136.

concluded that it appeared that racial bias in performance ratings is a real issue, and that management should be aware of this problem.⁴⁷

There is a scarcity of research devoted to teacher perception of black leadership in public school systems. Behavioral scientists have not dealt with black/leader white subordinate relationships in black organizations. Killiam and Lewis reported a difference in the pressures under which black leaders and white leaders must operate.⁴⁸ Black subordinates may expect a black leader to challenge the status quo, but will not look to a white leader for such action.⁴⁹ King and Bass suggest a dilemma unique to black leaders due to the possibility of suspicion by black subordinates that the white power structure has compromised the black leader's effectiveness.⁵⁰

On the other hand, Ritchie and Thompson said white leaders of black subordinates in white organizations have tended to undervalue blacks whom they supervise, thereby justifying a high degree of directiveness and a correspondingly low degree of subordinate participation.⁵¹

An area of concern to teachers in desegregated schools is teacher-principal relations. Minority teachers, either black or white, do not want principals hovering over them with concern and thereby communicating an expectation

⁴⁷R. F. Bales. Interaction Process Analysis: A Method for the Study of Small Groups, (Cambridge, Mass.: Addison-Wesley, 1950).

⁴⁸Lewis Killiam and Charles Grigg. Racial Crisis in America, (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1964) pp. 1-2.

⁴⁹Ibid.

⁵⁰D. C. King and B. Bass in J. B. Ritchie and Paul Thompson. Organization and People. p. 392.

⁵¹Ritchie and Thompson, Organization and People. pp. 392-397.

that maybe they cannot handle the job. They do want advice and guidance, when they need it, and a balanced, sensitive professional concern. Most of all, they want support from their superiors for the professional job they are trying to do as teachers.

However, some school incidents have not always worked out so well between black teachers and white principals. One black teacher became aware that the white principal was apologizing to white parents for placing their children in her classes. There were other forms of silent discrimination. This teacher asked for a transfer back to an all black school. This experience made no friend for racial harmony. And it probably harmed the children of both races who were involved.⁵²

Gorton's account of referent influence as an administrative technique has import on this study's focus on the impact of social attitude in the area of perception on principal-teacher relationships. "The basis for the exercise of referent influence is the teacher's or instructional staff's identification with the principal as a person."⁵³ The principal's charisma, strong character, and attractive personality can be minimized by racial attitudes thus reducing or negating the success of the referent influence technique.⁵⁴ By the same token, the principal's inclination to exercise referent influence may depend upon the leader's view of racial attitude towards the teachers. As many interracial problems and issues are focused on in the general society and in the education system, increasing numbers of educators (black and white) are being called on to provide assistance.

⁵² Harold Johnson and Morrill Hall, School Desegregation, p. 32.

⁵³ Richard Gorton, Conflict, Controversy, and Crisis, p. 316.

⁵⁴ Ibid.

The problems are often hard to pinpoint, difficult to work with, and highly emotional.

Good education is more likely to be achieved if the school situation is comfortable and rewarding for principals and teachers alike. This study looks at the racial dimension in teacher perception of the principal's behavior in order to provide data that may contribute to a solution of problems affecting principal-teacher relationships.

Summary

In summarizing the literature discussed, it appears to be evident that race plays an influential role in not only how leaders are perceived, but their effectiveness in specific administrative situations. For example, the literature shows that when black leaders are supervising predominately white staff members, the white staff members tend to provide more negative evaluations of the performance of their black supervisors. In a racially homogeneous situation, many blacks tend to be suspicious of black leaders who have been appointed by the white power structure. The irony in the preceding situation is that, in spite of these feelings of distrust, many blacks expect their black administrators to be more sensitive and knowledgeable of the needs of the black community.

The racial issue in educational institutions creates higher expectations and/or stereotypes for principal behavior which may be related to biased evaluation of actual principal behavior. Therefore, this bias is expected to produce lower evaluations of black principal leadership behavior relative to evaluation of white principal leadership and lower evaluation of white principals working in black communities regardless of the race of the evaluator.

CHAPTER III

DESIGN OF THE STUDY

Chapter III contains a description of the research methodology, procedures, and statistical analysis used in the collection and analyses of the data for purposes of interpretation and implications.

This chapter begins with a brief description: Discussion of the design of the study — including a description of independent and dependent variables. The research methods and procedures, research instrumentation and a discussion and description of the sampling procedure follow the description of the research variables. Finally, Chapter III concludes with a description of the sample population.

Purpose of the Study

The purpose of this study was to examine the effects of race upon faculty perception of the leadership behavior of elementary school principals. Principal race, teacher race, and the ethnic identification of the community in which the schools were located were the independent variables considered. The faculty perception of leadership behavior was measured by the Representation, Demand Reconciliation, Consideration, and Superior Orientation subscales of the Leadership Behavior Description Questionnaire (LBDQ).

Design of the Study

The researcher utilized the matched sample design to collect the data. The matched sample designs utilize nonrandom groups to examine the relationships between variables existing in a given situation.

The nature of the research required the researcher to identify comparison situations which met specific demographic criteria. Namely, schools with both black and white faculties and a white administrator and schools with faculties representing a single racial group with the administration being of the same racial background.

In comparison studies, such as this, a random research design would prove too costly and time consuming as well as inappropriate. Still, the nonrandom matched group research design does risk a degree of bias, especially when the independent and dependent variables are confounded. This study does not, however, involve confounded variables.

Another reason for the utilization of a nonrandom design is that in situations where any group of individuals can be regarded as a fair sample of the population with respect to the characteristic under study, random sampling designs are not appropriate. Research variables which are biological or psychophysical in nature — such as ethnicity or race are examples of research characteristics not requiring a random sample design.

Description of the Target Population

This study was conducted during the 1980-81 school year in sixteen elementary schools located in the two large metropolitan school systems. Six of these schools were located in white ethnic communities, six were located in black communities and four were located in communities whose ethnic identification was designated as mixed. Eight of these schools had white principals and eight schools had black principals. Nine of the principals were male while seven were female.

A total of 323 teachers gave perceptions of their principals by their responses on the LBDQ. Tables 1 through 7 give the demographic distribution of the

teachers and principals. Frequencies and percentages of the totals are given for each category.

TABLE 1
SEX OF PRINCIPALS AND TEACHERS

<u>Sex</u>	<u>Principals</u>		<u>Teachers</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Male	9	56.3	23	7.7
Female	<u>7</u>	<u>43.7</u>	<u>300</u>	<u>92.3</u>
Total	16	100.0	323	100.0

TABLE 2
ETHNIC IDENTIFICATION OF PRINCIPALS AND TEACHERS

<u>Race</u>	<u>Principals</u>		<u>Teachers</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
White	8	50.0	154	47.7
Black	<u>8</u>	<u>50.0</u>	<u>169</u>	<u>52.3</u>
Total	16	100.0	323	100.0

TABLE 3
COMMUNITY ETHNIC IDENTIFICATION

<u>Ethnic Identification</u>	<u>Number</u>	<u>Percent</u>
White	6	37.5
Black	6	37.5
Mixed	<u>4</u>	<u>25.0</u>
Total	16	100.0

TABLE 4
AGE OF TEACHERS

<u>Age</u>	<u>Number</u>	<u>Percent</u>
20-25	17	5.2
26-30	60	18.5
31-35	100	30.8
36-40	45	13.8
41-45	33	10.2
46-50	33	10.2
51-55	18	5.5
56-60	<u>19</u>	<u>5.8</u>
Total	323	100.0

TABLE 5
TEACHERS' YEARS OF EXPERIENCE
IN THIS SYSTEM

<u>Years</u>	<u>Number</u>	<u>Percent</u>
1- 5	178	54.6
6-10	106	32.6
11-15	29	8.9
16-20	<u>12</u>	<u>2.7</u>
Total	323	100.0

TABLE 6
TEACHERS' EDUCATIONAL BACKGROUND

<u>Education</u>	<u>Number</u>	<u>Percent</u>
College	104	21.0
Master's Degree	188	57.8
Specialists Degree	23	7.1
Doctorate	2	0.6
Post Graduate Study	7	2.2
Invalid Responses	<u>1</u>	<u>0.3</u>
Total	323	100.0

TABLE 7
TEACHERS' YEARS OF EXPERIENCE
IN THIS SCHOOL

<u>Years</u>	<u>Number</u>	<u>Percent</u>
1- 5	178	54.8
6-10	106	32.6
11-15	29	8.9
16-20	<u>12</u>	<u>3.7</u>
Total	323	100.0

Method of Research

A descriptive survey research method was used to provide a case study of the relationship between the variables of ethnicity and perception. More specifically, the research design for this study utilized an ex post facto survey research method to determine the interaction of the independent and dependent variables of ethnicity and perception of leadership behavior. The research seeks out groups of people that have already been exposed to different levels of the independent variable. In effect, the survey research method and design allows the researcher to get closer to the "real" hypothetical variables than with a laboratory setting. In effect, the survey research design used in this study allowed the researcher to examine the research variables in their real-world setting.

Advantages -- Limitations of the Method

The first crucial disadvantage of the survey method is the lack of manipulation of the independent variable. A second disadvantage is that one cannot progressively separate or investigate one aspect after another of the independent variable.

The present research study does not require the manipulation of the independent variable. The purpose of the research is to examine these variables in their natural setting. Further, the progressive separation of various aspects of the main effects are of no value to this study.

Sample Population and Procedure

The racial composition realities of the Atlanta Public School System did not permit the researcher to observe the racial combinations that would yield a sample that reflected the racial mixture that this type of study demands. In this regard two schools were selected from the DeKalb County School System.

Schools in this study were identified based on the following criteria.

1. White principal serving in a white community.
2. White principal serving in a black community.
3. White principal serving in a mixed community.
4. White teacher serving in a white community with a white or black principal.
5. White teacher serving in a black community with a white or black principal.
6. White teacher serving in a mixed community with a white or black principal.
7. Black principal serving in a black community.
8. Black principal serving in a white community.
9. Black principal serving in a mixed community.
10. Black teacher serving in a black community with a white or black principal.
11. Black teacher serving in a white community with a white or black principal.

12. Black teacher serving in a mixed community with a black or white principal.

The hypotheses of the study call for testing whether or not the subsample groups differ on the following three factors and any interactions among them: racial composition of school community, race of principal, and race of faculty members responding to the LBDQ, Form XII.

Description of the Sample Population

The Atlanta Public School System is predominantly black in terms of student population (approximately 88 percent). Nearly 75 percent of all teachers within the Atlanta System are black. The administrative staff within the Atlanta Public School System is 80 percent black.

The DeKalb School System is predominantly white in terms of student population (approximately 66 percent). Nearly 80 percent of all teachers within the DeKalb System are white. The administrative staff within the DeKalb Public School System is 80 percent white.

The Leadership Behavior Description Questionnaire (LBDQ)

The LBDQ was developed in the early 1940's and used in industry, business, military organizations, and education. The instrument was specifically designed to assess perceptions of a group that had observed the behavior of an individual who had been designated "leader." The instrument has been found to be adaptable to studies in widely differing frames of reference. The instrument was developed around two main questions:

1. What does the individual, designated leader, do while he operates as leader?
2. How does the individual, designated leader, coordinate or carry out his activities?

Both questions take into consideration the individual and situation in which the individual, designated leader, operates.

The Leadership Behavior Description Questionnaire, often referred to as LBDQ, was developed for use in obtaining descriptions of a supervisor by the group members whom he supervises. It can be used to describe the behavior of the leader, or leaders, in any type of group or organization, provided the followers have had an opportunity to observe the leader in action as leader of their group.

The LBDQ grew out of work initiated by Hemphill. Further development of the scales by the staff of the Ohio State Leadership Studies has been described by Hemphill and Coons.¹ Shartle has outlined the theoretical consideration underlying the descriptive method. He observed that when the Ohio State Leadership Studies were initiated in 1945, no satisfactory theory or definition of leadership was available.² It was subsequently found in empirical research that a large number of hypothesized dimensions of leadership behavior could be reduced to two strongly defined factors. These were identified by Halpin as consideration and initiation of structure, and have been widely used in empirical research, particularly in military organizations, industry, and education.³

Each subscale of the LBDQ, Form XII is composed of either five or ten items. A subscale is necessarily defined by its component items, and represents a rather complex pattern of behaviors. The reliability of the subscales was determined by

¹J. K. Hemphill and A. E. Coons. Development of the leadership behavior description questionnaire. In R. M. Stodgill and A. E. Coons, eds, Leadership Behavior: Its Description and Measurement. Columbus: Ohio State University, Bureau of Business Research, 1957, pp. 56-57.

²Ibid.

³Andrew W. Halpin. Theory and Research in Administration, (New York: Macmillan, 1966), pp. 86-89.

a modified Kuder Richardson's formula. The modification consists in the fact that each item was correlated with the remainder of the items in its subscale scores including the item. This procedure yields a conservative estimate of subscale reliability.

Justification for the Selection of the Four Subscales

The subscales (Representation, Demand Reconciliation, Consideration, and Superior Orientation) were arbitrarily selected as representative of the basic type of behavior measured by the instrument. These subscales are the ones that stereotyping are more likely to exist around.

Research Procedure

Each sample member was sent a letter requesting their willingness to participate in the study. Three hundred fifty questionnaires (LDBQ's) were mailed directly to the teachers at the sample schools. Directions for completing the questionnaires together with the procedures for assembling the questionnaire were also provided for each teacher and principal participating in the study.

Three hundred fifty questionnaires were mailed directly to the teachers at the participating schools. After a three day time period, all questionnaires were collected from each school. Of the 350 distributed two questionnaires were discarded since it was decided not to include teachers of races other than black or white in this study. Further, 25 were incomplete and not usable leaving a total of 323 questionnaires or 92.8 percent for analyses for this study.

Analysis of the Data

The LBDQ solicits responses pertaining to various aspects of principal leadership behavior. For purposes of analysis these responses were coded as follows:

A -- Always

B -- Often

C -- Occasionally

D -- Seldom

E -- Never

In order to facilitate analysis of the data by computer, the responses were recorded as follows:

1 -- Always

2 -- Often

3 -- Occasionally

4 -- Seldom

5 -- Never

Each Questionnaire also obtained from each teacher, the sex, race, age, number of years of experience in the school system, educational background, and years of experience in the school. Since the race of the principal and the ethnic identification of the community in which each school was located was known, each questionnaire could be appropriately classified in respect to the information.

The first step in the analysis of the LBDQ responses consisted of the computation of various summary statistics. The analysis of variance procedure was selected as the means of examining the effects that the independent variable (principal race, teacher race, and community ethnic identification) have on the dependent variable (teacher perception of principal as measured by the LBDQ). Summary statistics and information associated with the testing of the various hypotheses by the analysis of variance procedure are presented in tabular and graphic form.

The following general null hypotheses are the major focii of this study:

1. A principal serving in a community of the same ethnic identification as his/her own race will receive ratings by teachers on the four subscales of

the LBDQ, Form XII equal to the ratings received by a principal serving in a community of different ethnic identification.

2. A principal will receive the same rating on the four subscales of the LBDQ, Form XII by teachers of his/her own race as by teachers of a different race.
3. A principal will receive the same ratings on the four subscales of the LBDQ, form XII by teachers of the same race as the ethnic identification of the community as by teachers of a race different from that of the ethnic identification of the community.

Each of these null hypothesis, along with the corresponding alternative hypothesis, was examined in relation to each of the four LBDQ subscales. The .05 level of significance will be the highest level considered.

Statistical Analysis

The Analysis of Variance (ANOVA) was used to test the hypothesis that all samples were from the same population and therefore had the same means. It is desirable to have a statistical method which compares the means of all groups simultaneously. The analysis of variance enables the researcher to test the hypotheses that two or more samples were drawn from the same population. As a statistical method, the analysis of variance has a great deal of power and is quite robust. As long as the law of population homogeneity is met — individuals within the population are more alike than not — the researcher is safe using the analysis of variance with relatively small samples.

CHAPTER IV

FINDINGS

The purpose of this study was to examine the effects of community ethnic identification, principal race, and teacher race upon teacher perception of the leadership behavior of the principal.

The dependent variable, or variable examined for variation among black and white principals and teachers and communities of black, white, and mixed ethnic identification, is the teacher perception of the leadership behavior of the principal as measured by the Representation, Demand Reconciliation, Consideration, and Superior Orientation subscales of the LBDQ. The analyses will be performed separately for each of these subscales.

A total of 323 teachers from 16 schools responded to the LBDQ. These responses were obtained from black and white teachers serving in schools of each possible combination of principal race and community ethnic identification. For example, the combination of a black principal serving in a school located in a community of white ethnic identification was represented by responses from 30 white teachers and 19 black teachers. Each combination was represented similarly in varying sample sizes.

The LBDQ elicits responses from teachers pertaining to various aspects of the leadership behavior of the principal. Some of the LBDQ responses reflect how frequently the principal displays desirable aspects of leadership such as how frequently the principal acts as spokesperson of the group (Item 1). Other items pertain to undesirable leadership qualities such as how often the principal refuses

to explain his/her actions (Item 18). To maintain consistency over the entire questionnaire, various items were reworded so that responses were from one, the least desirable score in terms of principal leadership behavior, to five which represents the most desirable score.

As the first step in the analysis of the LBDQ responses, the mean score for each respondent for each of the four LBDQ subscales was computed. This was done by adding each teacher's responses over all items pertaining to a particular subscale and dividing by the number of these items. These four means, one for each of the four LBDQ subscales, for each respondent, are presented in the Appendix.

Through the use of the BREAKDOWN procedure documented in SPSS, summary statistics in the form of the mean, standard deviation, and sample size were computed for each LBDQ subscale. These summary statistics were computed for each possible combination of teacher race, principal race, and community ethnic identification. Composite statistics which refer to information which has been combined across both races or all categories of community ethnic identification were also computed. Tables displaying all of the summary statistics are presented. A plotting of the mean scores for each of the groups considered in this study is presented in graph form.

Results of the analysis of variance (ANOVA) also from the SPSS BREAKDOWN procedure, are also presented for each of the four LBDQ subscales. The main effect outlined in each ANOVA table gives the statistical significance of the joint effect that the race of the principal, race of the teacher, and the ethnic identification of the community has on the teacher perception of the principal. The outcome of the main effects is not a major focus of this study.

The emphasis of this study is on the various two-way interaction designed to determine if:

1. Principals serving in communities of the same ethnic identification as their own race will receive the same ratings by teachers on each of the four LBDQ subscales as principals serving in communities of different ethnic identification.
2. Principals will receive the same ratings on each of the four LBDQ subscales by teachers of the same race as by teachers of a race different from that of the principal.
3. Principals will receive the same ratings on each of the four LBDQ subscales by teachers of the same race as the ethnic identification of the community as by teachers of a race different from the ethnic identification of the community.

Each interaction will be tested to at least the .05 level of significance. Each significant interaction will be examined graphically in an effort to determine the source to which the significance may be attributed.

Representation

Analysis of teacher responses on the Representation subscale of the LBDQ will be presented first. This subscale is designed to measure the degree to which the principal speaks and acts as the representative of the group. There are five LBDQ items pertaining to Representation. Shown in Table 8 are summary statistics for Representation. This table gives the mean, standard deviation, and sample size for each possible combination of principal race, teacher race, and community ethnic identification. The results of the ANOVA procedure are given in Table 9. This analysis is designed to detect possible differences among the means given in Table 8. Figure 1 gives a graphic presentation of the means.

TABLE 8
SUMMARY STATISTICS FOR REPRESENTATION

Principal	Teacher		Community			
			White	Black	Mixed	Composite
White	White	Mean	4.35	4.50	4.32	4.36
		S.D.	0.54	0.52	0.39	0.51
		N	49	8	13	70
	Black	Mean	3.90	3.71	4.01	3.86
		S.D.	0.66	0.70	0.67	0.68
		N	33	26	19	78
	Composite	Mean	4.17	3.90	4.14	4.10
		S.D.	0.63	0.74	0.59	0.65
		N	82	34	32	148

Black	White	Mean	3.68	3.59	4.25	3.71
		S.D.	0.57	0.86	0.42	0.75
		N	30	43	11	84
	Black	Mean	4.43	4.25	4.06	4.24
		S.D.	0.41	0.46	0.59	0.50
		N	19	50	22	91
	Composite	Mean	3.97	3.94	4.12	3.99
		S.D.	0.63	0.75	0.54	0.68
		N	49	93	33	175

Composite	White	Mean	4.10	3.73	4.29	4.01
		S.D.	0.64	0.88	0.40	0.73
		N	79	51	24	154
	Black	Mean	4.09	4.07	4.04	4.06
		S.D.	0.63	0.61	0.62	0.62
		N	52	76	41	169
	Composite	Mean	4.10	3.93	4.13	4.04
		S.D.	0.64	0.74	0.56	0.67
		N	131	127	65	323

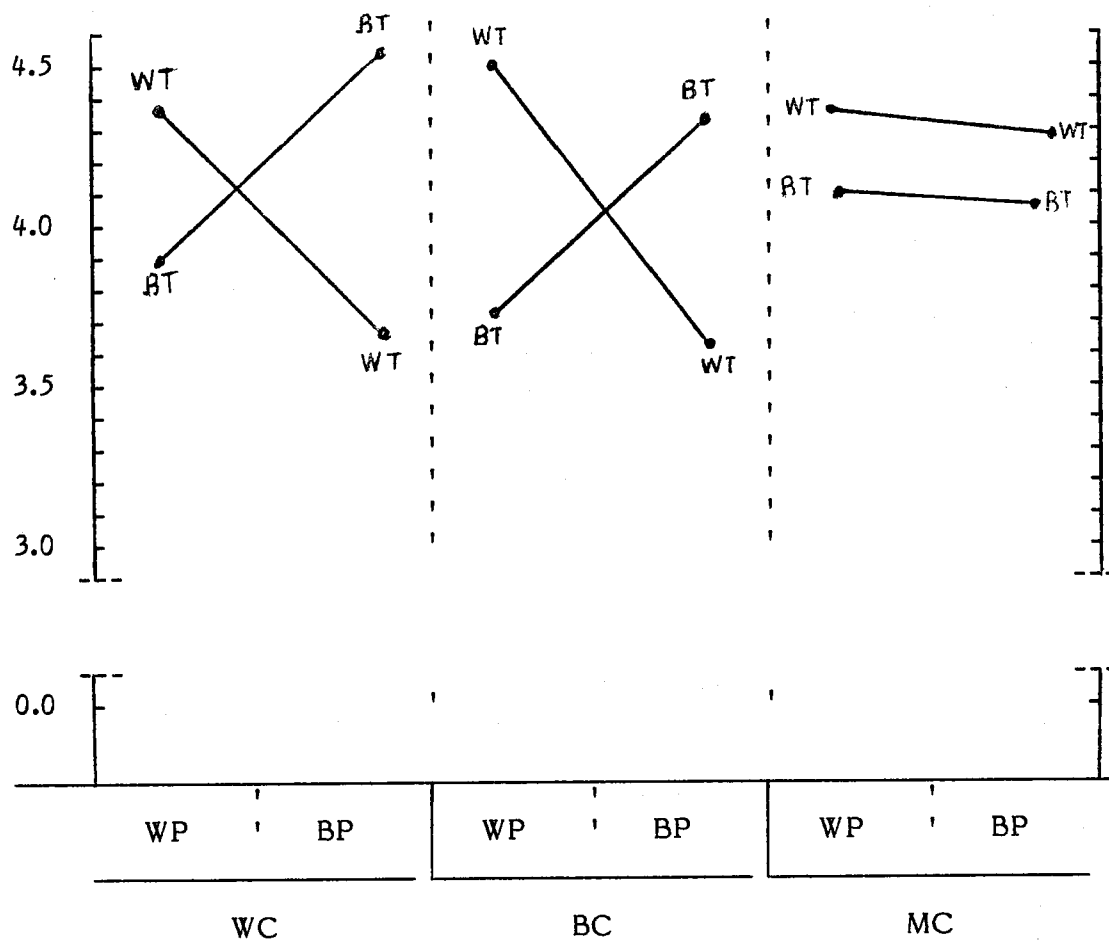
TABLE 9
ANALYSIS OF VARIANCE ON REPRESENTATION

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Main Effects	3.190	4	0.798	0.072
Community	1.871	2	0.935	2.536
Principal	0.303	1	0.303	0.082
Teacher	0459	1	0.459	0.265
2-Way Interaction	21.798	5	4.360	11.819**
Community x Principal	0.016	2	0.008	0.021
Community x Teacher	1.411	2	0.706	1.913
Principal x Teacher	16.640	1	16.640	45.112**
3-Way Interaction	4.165	2	2.082	5.645**
Community x Principal x Teacher	4.165	2	2.082	5.645**
Explained	29.153	11	2.650	7.185**
Residual	114.715	311	0.369	
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Total	143.869	322	0.447	

* Indicates significance to the .05 level.

** Indicates significance to the .01 level.

FIGURE 1
REPRESENTATION



Legend:

WT - White Teacher
BT - Black Teacher

WP - White Principal
BP - Black Principal

WC - White Community
BC - Black Community
MC - Mixed Community

In relation to the Representation subscale, three null hypotheses, denoted H_0 , and three alternative hypotheses, denoted H_a , are a major focus of this study. Formal statements of these hypotheses, which will be tested to at least the .05 level of significance, follow:

Hypothesis 1.

H_0 : Principals serving in communities of the same ethnic identification as their own race will receive the same ratings by teachers on Representation as principals serving in communities of different ethnic identification.

H_a : Principals serving in communities of the same ethnic identification as their own race will receive higher ratings by teachers on Representation than principals serving in communities of different ethnic identification.

Hypothesis 2.

H_0 : Principals will receive the same ratings on Representation by teachers of the same race as by teachers of a race different from that of the principal.

H_a : Principals will receive higher ratings on Representation by teachers of the same race than by teachers of a race different from that of the principal.

Hypothesis 3.

H_0 : Principals will receive the same ratings on Representation by teachers of the same race as the ethnic identification of the community as by teachers of a race different from that of the ethnic identification of the community.

H_a : Principals will receive higher ratings on the Representation subscale by teachers of the same race as the ethnic identification of the community

than by teachers of a race different from that of the ethnic identification of the community.

As shown by the means in Table 8 and from the graph in Figure 1, in white ethnic identification communities, white principals received an average rating of 4.17 while black principals received an average rating of 3.97. This represents an average difference of 0.20. In black communities, the average difference was even less. White principals average 3.90 while black principals were given an average rating of 3.94. In mixed communities, the averages for white and black principals were 4.14 and 4.12, respectively.

The closeness of these means is indicated by the low value of F (0.021) for the community-principal interaction appearing in Table 9. Figure 1 shows a very prevalent trend. White teachers rated white principals higher than black teachers and black teachers rated black principals higher than white teachers. This is true in each of the three communities. The ethnic identification of the community in which principals served is not a factor in the comparison of the ratings of white and black principals. This is reflected in the small F value associated with the community-principal interaction. This F value is not significant at the .05 level. Thus, in regard to Hypothesis 1, H_0 is accepted and the conclusion is that principals serving in communities of the same ethnic identification as their own race will receive the same ratings by teachers on Representation as principals serving in communities of different ethnic identification.

Table 8 shows that white teachers gave white principals an overall average rating of 4.36 on Representation. Black teachers gave white principals an average rating of 3.86. Black teachers serving in schools with a black principal gave their principals an average rating of 4.24 while white teachers gave black principals an average rating of 3.71. Thus, principals received higher ratings from teachers of

their own race than from teachers of a different race. This trend is also reflected in Figure 1. The only exception in this trend occurred in communities of mixed ethnic identification where black principals received higher ratings from white teachers than from black teachers. In all other cases, principals were rated higher by teachers of the same race as the principal.

Thus, in regard to Hypothesis 2, H_0 is rejected to the .01 level of significance and the conclusion stated in H_a that principals will receive higher ratings on Representation by teachers of the same race than by teachers of a race different from that of the principal is accepted.

The testing of Hypothesis 3 involved an examination of the community-teacher interaction in Table 9. This interaction is not significant to the .05 level. From Table 8, it can be seen that in white communities white teachers gave their principals an average rating of 4.10 on Representation whereas black teachers rated their principals on an average of 4.09. In black communities, the average rating given by white teachers was 3.73; the average rating given by black teachers was 4.07. In mixed communities, the average ratings given by white and black teachers were 4.29 and 4.04, respectively. Thus, there is no evidence to conclude that principals will receive different ratings on Representation from teachers of the same race as the ethnic identification of the community than from teachers of a race different from that of the ethnic identification of the community. Thus, in regard to Hypothesis 3, H_0 is accepted.

Demand Reconciliation

The Demand Reconciliation subscale of the LBDQ is a measure of the effectiveness of the principal in reconciling demands and reducing disorder to the system. This subscale consists of five items. The following hypotheses associated with Demand Reconciliation will be examined:

Hypothesis 4.

H_o : Principals serving in communities of the same ethnic identification as their own race will receive the same ratings by teachers on Demand Reconciliation as principals serving in communities of different ethnic identification.

H_a : Principals serving in communities of the same ethnic identification as their own race will receive higher ratings by teachers on Demand Reconciliation as principals serving in communities of different ethnic identification.

Hypothesis 5.

H_o : Principals will receive the same ratings on Demand Reconciliation by teachers of the same race as by teachers of a race different from that of the principal.

H_a : Principals will receive higher ratings on Demand Reconciliation by teachers of the same race than from teachers of a race different from that of the principal.

Hypothesis 6.

H_o : Principals will receive the same ratings on Demand Reconciliation by teachers of the same race as the ethnic identification of the community as by teachers of a race different from that of the ethnic identification of the community.

H_a : Principals will receive higher ratings on Demand Reconciliation by teachers of the same race as the ethnic identification of the community than by teachers of a race different from that of the ethnic identification of the community.

Tables 10 and 11 and Figure 2 give information pertaining to the testing of these hypotheses. The summary statistics are given in Table 10, the ANOVA results are given in Table 11, and the graphic presentation of the means for the various categories are given in Figure 2.

Table 10 shows that in communities of white ethnic identification, white principals received an average rating of 4.01 while black principals received an average rating of 3.76. In black communities, the average are almost identical, 3.80 for white principals and 3.83 for black principals. In mixed communities, the respective average ratings are 3.73 for white principals and 4.19 for black principals. As indicated in Table 11, the community-principal interaction in regard to Demand Reconciliation is not significant to the .05 level.

This situation is pictured graphically in Figure 2. This figure shows that, although in some cases, there was disagreement between white and black teacher's ratings; for example the ratings received by black principals serving in white communities, the average ratings of black and white principals within each of the three communities tended to differ very little. Thus, the conclusion is that principals serving in a community of the same ethnic identification as their own race will receive the same ratings on Demand Reconciliation as principals serving in communities of different ethnic identification. Thus, to the .05 level of significance, H_0 stated in Hypothesis 4 is accepted.

The principal-teacher interaction is significant to the .01 level. This is an indication that there is a difference in how the different race of teachers rated the different race of principals. This difference is apparent from Table 10. White principals received an average rating of 4.10 by white teachers and an average rating of 3.80 from black teachers. Black principals received an average rating of 4.16 from black teachers and 3.56 from white teachers. Figure 2 shows that

TABLE 10
SUMMARY STATISTICS FOR DEMAND RECONCILIATION

Principal	Teacher		Community			
			White	Black	Mixed	Composite
White	White	Mean	4.07	4.43	4.00	4.10
		S.D.	0.75	0.48	0.73	0.72
		N	49	8	13	70
	Black	Mean	3.92	3.61	3.87	3.80
		S.D.	0.69	0.66	0.88	0.73
		N	33	26	19	78
	Composite	Mean	4.01	3.80	3.93	3.94
		S.D.	0.73	0.71	0.81	0.74
		N	82	34	32	148

Black	White	Mean	3.46	3.48	4.18	3.56
		S.D.	0.63	0.76	0.78	0.75
		N	30	43	11	84
	Black	Mean	4.23	4.12	4.19	4.16
		S.D.	0.69	9.55	0.85	0.66
		N	19	50	22	91
	Composite	Mean	3.76	3.83	4.19	3.88
		S.D.	0.75	0.73	0.82	0.76
		N	49	93	33	175

Composite	White	Mean	3.84	3.63	4.08	3.81
		S.D.	0.76	0.80	0.74	0.78
		N	79	51	24	154
	Black	Mean	4.03	3.95	4.04	4.0
		S.D.	0.70	0.63	0.87	0.71
		N	52	76	41	169
	Composite	Mean	3.92	3.82	4.06	3.91
		S.D.	0.74	0.72	0.82	0.75
		N	131	127	65	323

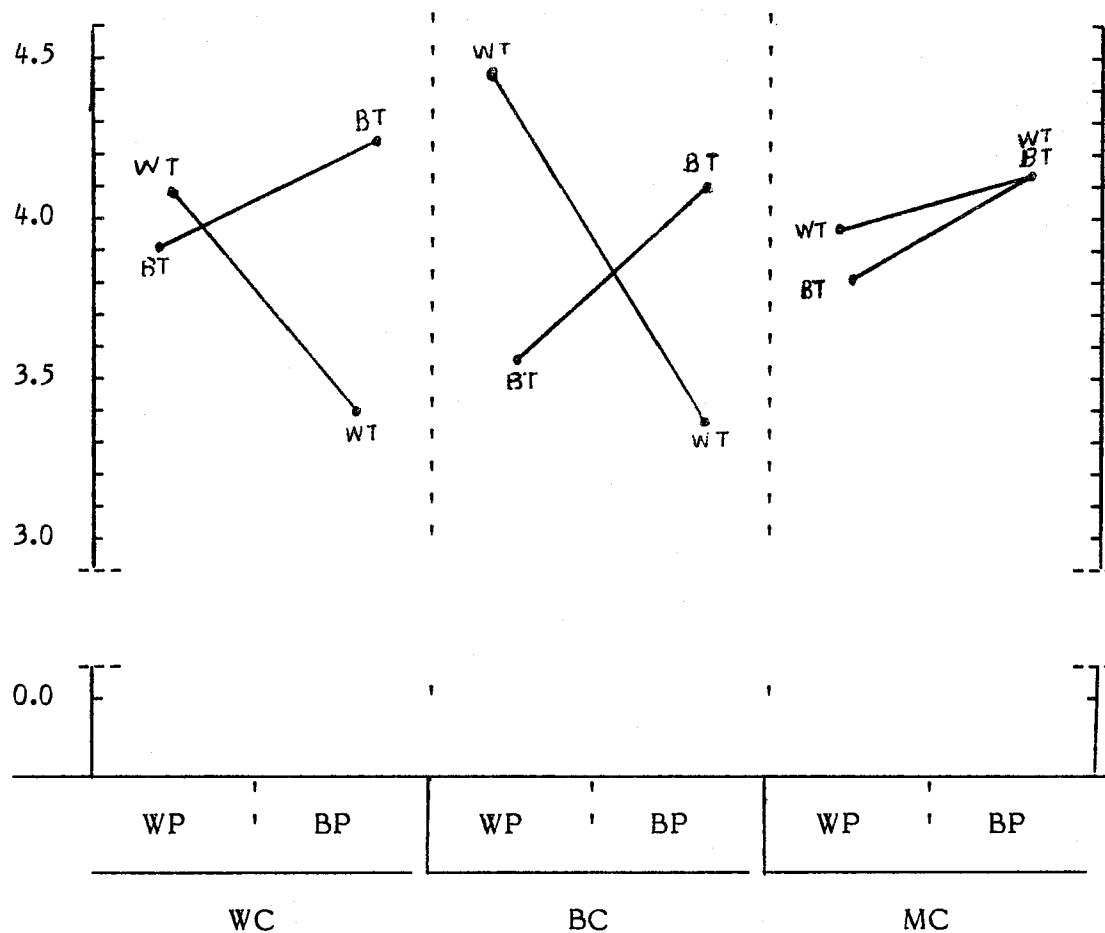
TABLE 11
ANALYSIS OF VARIANCE ON DEMAND RECONCILIATION

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Main Effects	5.444	4	1.361	2.724*
Community	2.274	2	1.137	2.276
Principal	0.041	1	0.041	0.082
Teacher	2.884	1	2.884	5.773*
2-Way Interaction	17.306	5	3.461	6.927**
Community x Principal	0.963	2	0.482	0.964
Community x Teacher	1.423	2	0.711	1.424
Principal x Teacher	12.797	1	12.797	25.612**
3-Way Interaction	3.704	2	1.852	3.707*
Community x Principal x Teacher	3.704	2	1.852	3.707*
Explained	26.454	11	2.405	4.813**
Residual	155.393	311	0.500	
<hr style="border-top: 1px dashed black;"/>				
Total	181.847	322	0.565	

* Indicates significance to the .05 level.

** Indicates significance to the .01 level.

FIGURE 2
DEMAND RECONCILIATION



Legend:

WT - White Teacher
BT - Black Teacher

WP - White Principal
BP - Black Principal

WC - White Community
BC - Black Community
MC - Mixed Community

principals were given higher ratings by teachers of the same race as the principal in each of the communities. Thus H_0 in Hypothesis 5 is rejected to the .05 level of significance and the conclusion as stated in H_a is accepted. Principals will receive higher ratings on Demand Reconciliation from teachers by teachers of the same race than by teachers of a race different from that of the principal.

In regard to hypothesis 6, the community-teachers interaction is not significant to the .05 level. This lack of interaction is indicated by an examination of the means in Table 10. In white communities, white teachers gave their principals an overall average rating of 3.84 on Demand Reconciliation while black teachers gave a rating of 4.03. In black communities, white teachers rated their principal an average of 3.63; black teachers rated their principal an average of 3.95. The ratings in the mixed communities were also close, 4.08 for white teachers and 4.04 for black teachers. The results of the ANOVA designed to test the difference in these means indicate that they are too close to be considered statistically different. Thus, to the .05 level of significance, H_0 in Hypothesis 6 is accepted and it is concluded that principals receive the same ratings on Demand Reconciliation by teachers of the same race as the ethnic identification of the community as by teachers of a race different from that of the ethnic identification of the community.

Consideration

The consideration subscale of the LBDQ is a measure of how the principal is perceived to regard the comfort, well being, status, and contribution of followers. The Consideration subscale consists of 10 items. In regard to Consideration, the following hypotheses were examined.

Hypothesis 7.

H_o : Principals serving in communities of the same ethnic identification as their own race will receive the same ratings by teachers on Consideration as principals serving in communities of different ethnic identification.

H_a : Principals serving in communities of the same ethnic identification as their own race will receive higher ratings by teachers on Consideration than by teachers of a race different from that of the principal.

Hypothesis 8.

H_o : Principals will receive the same ratings on Consideration by teachers of the same race as by teachers of a race different from that of the principal.

H_a : Principals will receive higher ratings on Consideration by teachers of the same race than by teachers of a race different from that of the principal.

Hypothesis 9.

H_o : Principals will receive the same ratings on Consideration by teachers of the same race as the ethnic identification of the community as by teachers of a race different from that of the ethnic identification of the community.

H_a : Principals will receive higher ratings on Consideration by teachers of the same race as the ethnic identification of the community than by teachers of a race different from that of the ethnic identification of the community.

The testing of Hypothesis 7 involved examining the ratings received by black and white principals in each of the communities. From the summary statistics in

Table 12, it can be seen that in white communities, teachers gave white principals an average rating of 3.95 and black principals an average rating of 4.04. In black communities, teachers gave white principals an average rating of 3.92 and black principals an average rating of 3.85. In mixed communities, teachers gave white principals an average rating of 3.70 and black principals an average rating of 4.07. The F value of 3.839 for community-principal interaction from Table 13 indicates that this interaction is significant to the .05 level. Figure 3 presents the comparison of the means graphically. This figure displays the trend of black principals receiving higher ratings in white communities, white principals receiving higher ratings in black communities and of black principals receiving higher ratings in mixed communities. Although the community-principal interaction is significant to the .05 level, it is indefinite as to the significance of Hypothesis 9. This is because it is possible for Hypothesis 9, as stated, to be untrue even though a significant community-principal interaction occurred. It is conceivable that the difference between teacher ratings of principals in mixed communities could be the determining factor in the significance of the F value. Hypothesis 9 considers white and black communities only. Thus, from the information in Table 13, it is indefinite whether H_0 in Hypothesis 9 is accepted or rejected. A decision on Hypothesis 9 was made on the basis of the means in Table 12. Since the differences between the mean ratings on Consideration are .09 and .15 in white and black communities, respectively, H_0 was accepted.

The principal teacher interaction is significant to the .01 level. White principals received an average rating of 4.05 from white teachers and 3.88 from black teachers. Black principals received an average rating of 3.49 from white teachers and 4.12 from black teachers. It is shown in Figure 3 that in each of the three communities, principals were rated higher on Consideration by teachers of

TABLE 12
SUMMARY STATISTICS FOR CONSIDERATION

Principal	Teacher		Community			
			White	Black	Mixed	Composite
White	White	Mean	4.02	4.44	3.93	4.05
		S.D.	0.68	0.29	0.76	0.67
		N	49	8	13	70
	Black	Mean	3.85	3.92	3.91	3.88
		S.D.	0.68	0.48	0.73	0.62
		N	33	26	19	78
	Composite	Mean	3.95	4.04	3.92	3.96
		S.D.	0.68	0.50	0.73	0.65
		N	82	34	32	148

Black	White	Mean	3.53	3.36	3.87	3.49
		S.D.	0.59	0.54	0.67	0.59
		N	30	43	11	84
	Black	Mean	4.35	4.00	4.20	4.12
		S.D.	0.52	0.63	0.74	0.65
		N	19	50	22	91
	Composite	Mean	3.85	3.70	4.09	3.82
		S.D.	0.69	0.67	0.72	0.69
		N	49	93	33	175

Composite	White	Mean	3.83	3.53	3.90	3.74
		S.D.	0.69	0.64	0.71	0.69
		N	79	51	24	154
	Black	Mean	4.03	3.97	4.07	4.01
		S.D.	0.67	0.58	0.74	0.65
		N	52	76	41	169
	Composite	Mean	3.91	3.79	4.01	3.88
		S.D.	0.69	0.64	0.72	0.68
		N	131	127	65	323

TABLE 13
ANALYSIS OF VARIANCE ON CONSIDERATION

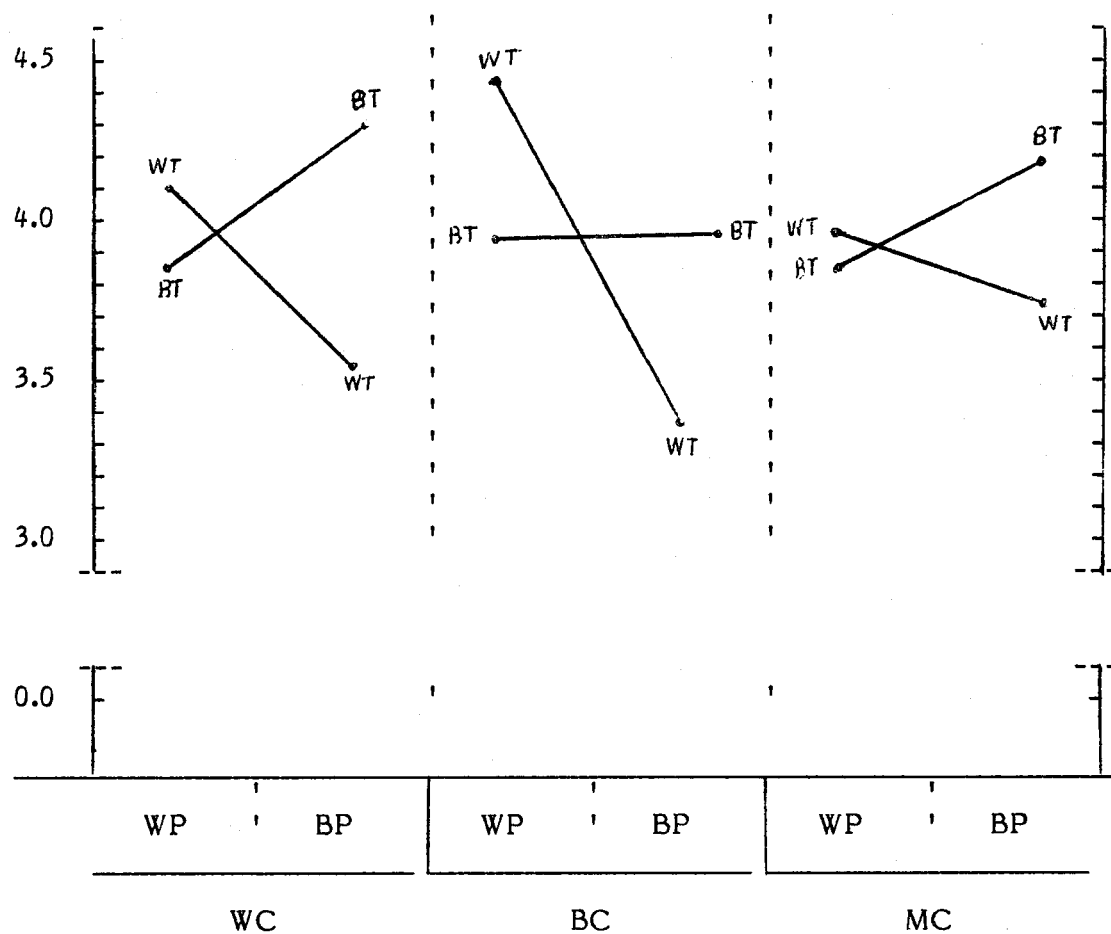
<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Main Effects	9.361	4	2.340	5.916**
Community	1.748	2	0.874	2.209
Principal	0.765	1	0.765	1.933
Teacher	6.121	1	6.121	15.474*
2-Way Interaction	15.314	5	3.063	7.743**
Community x Principal	3.037	2	1.519	3.839*
Community x Teacher	0.439	2	0.219	0.554
Principal x Teacher	12.649	1	12.649	31.975**
3-Way Interaction	1.526	2	0.763	1.929
Community x Principal x Teacher	1.526	2	0.763	1.929
Explained	26.201	11	2.382	6.021*
Residual	123.027	311	0.396	

Total	149.227	322	0.463	

* Indicates significance to the .05 level.

** Indicates significance to the .01 level.

FIGURE 3
CONSIDERATION



Legend:

WT - White Teacher
BT - Black Teacher

WP - White Principal
BP - Black Principal

WC - White Community
BC - Black Community
MC - Mixed Community

the same race as the principal. It can also be seen from Figure 3 that there is much more disagreement between the races of teachers on their ratings of black principals than on the ratings of white principals. This trend is especially true in white and mixed communities.

Thus, H_0 in Hypothesis 8 is rejected to the .01 level of significance and H_a accepted. Principals receive higher ratings on Consideration by teachers of the same race than by teachers of a race different from that of the principal.

The community-teacher interaction is not significant to the .05 level. This is an indication that the ethnic identification of the community in combination with the race of the teacher has a joint effect on the ratings of the principal. In white communities, white teachers gave their principals an average rating of 3.83 while black teachers gave an average rating of 4.03. In black communities, the average ratings given by white and black teachers were 3.53 and 3.97, respectively. In mixed communities, the respective ratings were 3.74 and 4.01. Figure 3 indicates no clear trend in the relation between community ethnic identification and the ratings given to principals by black and white teachers. Thus, to the .05 level of significance H_0 in Hypothesis 9 is accepted. Principals receive the same ratings on Consideration by teachers of the same race as the ethnic identification of the community as by teachers of a race different from that of the ethnic identification of the community.

Superior Orientation

The Superior Orientation subscale of the LBDQ is a measure of the effectiveness of the principal in maintaining cordial relations with superiors, having influence with them, and striving for higher status. There are 10 items on the LBDQ pertaining to Superior Orientation.

Three hypotheses pertaining to Superior Orientation were considered:

Hypothesis 10:

H_o : Principals serving in communities of the same ethnic identification as their own race will receive the same ratings by teachers on Superior Orientation as principals serving in communities of different ethnic identification.

H_a : Principals serving in communities of the same ethnic identification as their own race will receive higher ratings by teachers on Superior Orientation than principals serving in communities of different ethnic identification.

Hypothesis 11:

H_o : Principals will receive the same ratings on Superior Orientation by teachers of the same race as by teachers of a race different from that of the principal.

H_a : Principals will receive higher ratings on Superior Orientation by teachers of the same race than by teachers of a race different from that of the principal.

Hypothesis 12:

H_o : Principals will receive the same ratings on Superior Orientation by teachers of the same race as the ethnic identification of the community as by teachers of a race different from that of the ethnic identification of the community.

H_a : Principals will receive higher ratings on Superior Orientation by teachers of the same race as the ethnic identification of the community than by teachers of a race different from that of the ethnic identification of the community.

Tables 14 and 15 and Figure 4 give information pertaining to the analysis of the Superior Orientation subscale. Table 14 gives the summary statistics, Table 15 gives the ANOVA results, and Figure 4 gives a graphic plot of the Superior Orientation means for all possible combinations of community ethnic identification, principal race, and teacher race.

The testing of Hypothesis 10 involved examining the ratings received by black and white principals within the three communities. From Table 15, the community-principal interaction is significant to the .01 level. An examination of the means in Table 14 indicates that in white communities, white principals received an average rating of 3.86 while black principals received a rating of 3.77. In black communities, white principals received an average rating of 3.50 while black principals received an average rating of 3.90. In mixed communities, white principals received an average rating of 4.06 while black principals received a rating of 3.91. Thus, black and white principals received different ratings on Superior Orientation in each of the three communities. The largest difference occurred in the communities of black ethnic identification where white and black principals differed by 0.40 in ratings received. In white and mixed communities, the differences in ratings were 0.09 and 0.15, respectively. Since the difference of 0.15 between ratings of white and black principals in mixed communities does not appear to contribute a large amount to the overall significance of the community-principal interaction, H_0 in Hypothesis 10 is rejected to the .01 level of significance. Principals serving in communities of the same ethnic identification as their own race received higher ratings on Superior Orientation by teachers than principals serving in communities of different ethnic identification. This can be attributed largely to the higher ratings received by black principals in black communities.

TABLE 14
SUMMARY STATISTICS FOR SUPERIOR ORIENTATION

Principal	Teacher		Community			
			White	Black	Mixed	Composite
White	White	Mean	3.92	3.85	4.31	3.98
		S.D.	0.42	0.36	0.42	0.44
		N	49	8	13	70
	Black	Mean	3.78	3.39	3.89	3.68
		S.D.	0.46	0.43	0.40	0.48
		N	33	26	19	78
	Composite	Mean	3.86	3.50	4.06	3.82
		S.D.	0.44	0.45	0.45	0.48
		N	82	34	32	148
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Black	White	Mean	3.50	3.85	3.85	3.73
		S.D.	0.45	0.40	0.54	0.46
		N	30	43	11	84
	Black	Mean	4.18	3.94	3.94	3.99
		S.D.	0.36	0.43	0.57	0.46
		N	19	50	22	91
	Composite	Mean	3.77	3.90	3.91	3.87
		S.D.	0.53	0.42	0.55	0.48
		N	49	93	33	175
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Composite	White	Mean	3.76	3.85	4.10	3.84
		S.D.	0.48	0.39	0.52	0.47
		N	79	51	24	154
	Black	Mean	3.93	3.75	3.92	3.85
		S.D.	0.47	0.50	0.49	0.49
		N	52	76	41	169
	Composite	Mean	3.83	3.79	3.98	3.85
		S.D.	0.48	0.46	0.50	0.48
		N	131	127	65	323

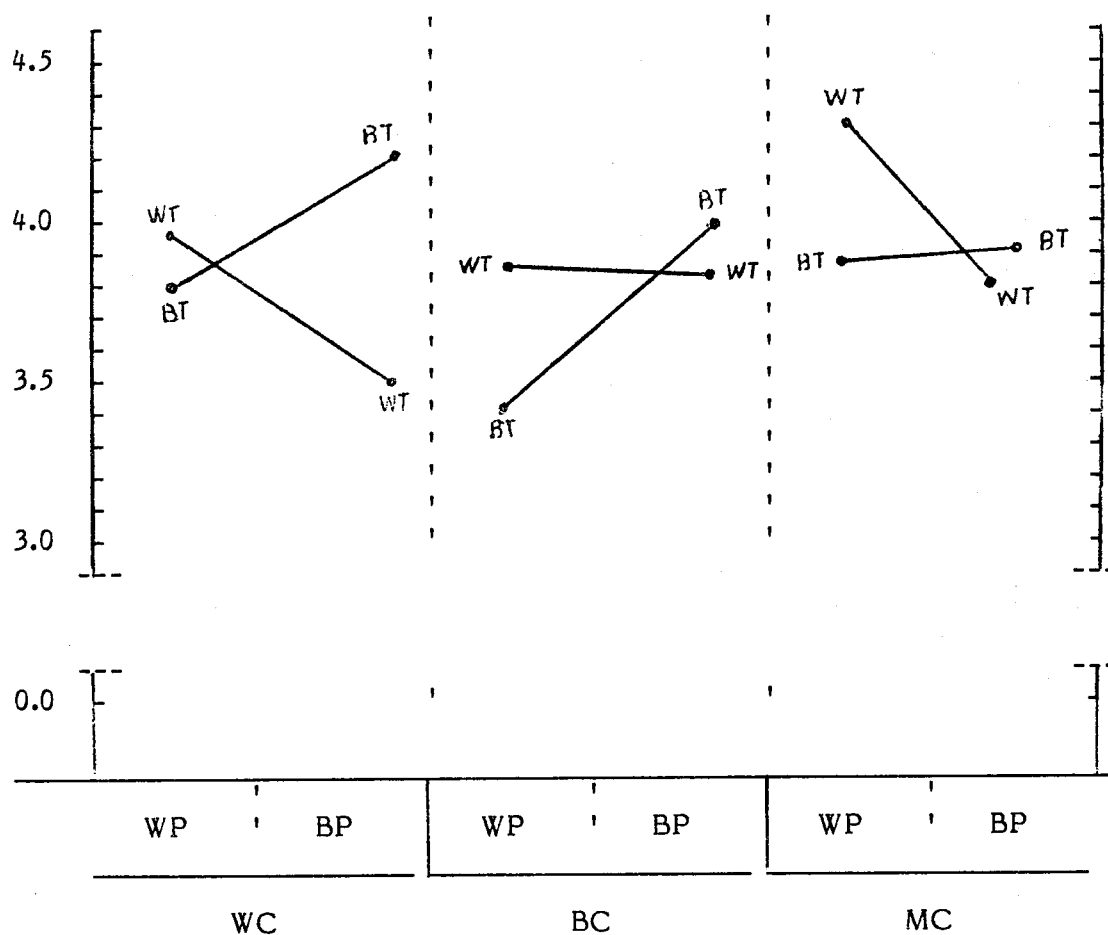
TABLE 15
ANALYSIS OF VARIANCE ON SUPERIOR ORIENTATION

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Main Effects	1.961	4	0.490	2.575*
Community	1.834	2	0.917	4.814**
Principal	0.270	1	0.270	1.415
Teacher	0.003	1	0.003	0.016
2-Way Interaction	12.656	5	2.531	13.292**
Community x Principal	2.186	2	1.093	5.740**
Community x Teacher	3.319	2	1.660	8.715**
Principal x Teacher	7.082	1	7.082	37.188**
3-Way Interaction	0.376	2	0.188	0.986
Community x Principal x Teacher	0.376	2	0.188	0.986
Explained	14.993	11	1.363	7.157**
Residual	59.225	311	0.190	
<hr style="border-top: 1px dashed black;"/>				
Total	74.218	322	0.230	

* Indicates significance to the .05 level.

** Indicates significance to the .01 level.

FIGURE 4
SUPERIOR ORIENTATION



Legend:

WT - White Teacher
BT - Black Teacher

WP - White Principal
BP - Black Principal

WC - White Community
BC - Black Community
MC - Mixed Community

The principal-teacher interaction is significant to the .01 level. White principals received an average rating of 3.98 from white teachers and 3.68 from black teachers. Black principals received an average rating of 3.73 from white teachers and 3.99 from black teachers. Figure 4 shows that in each of the communities, teachers of the same race as the principal tended to rate the principal higher on Superior Orientation than did teachers of a race different from that of the principal. Thus H_0 of Hypothesis 11 is rejected to the .01 level of significance and the conclusion stated in H_a is accepted.

Also significant to the .01 level is the community-teacher interaction. In white communities, white teachers gave their principals an average rating of 3.76 while black teachers gave their principals an average rating of 3.93. In black communities, white teachers rated their principals an average of 3.85 while black teachers rated their principals an average of 3.75. In mixed communities, white teachers rated their principals an average of 4.10 while black teachers rated their principals an average of 3.91. This trend contradicts the premise stated in the alternative hypothesis that the opposite trend would occur. While H_0 is rejected to the .01 level, a trend contrary to H_a was found. Thus, teachers of the same race as the ethnic identification of the community tended to rate their principals less on Superior Orientation than teachers of a different race.

Summary of Findings

The following findings were reached in the analysis of the Representation, Demand Reconciliation, Consideration, and Superior Orientation subscales of the LBDQ. Responses were from all possible combinations of white and black teachers rating white and black principals serving in communities of white, black, and mixed communities.

1. Principals serving in communities of the same ethnic identification as their own race received the same ratings by teachers on Representation as principals serving in communities of different ethnic identification.
2. Principals received higher ratings on Representation by teachers of the same race than by teachers of a race different than that of the principal.
3. Principals received the same ratings on Representation by teachers of the same race as the ethnic identification of the community as by teachers of a race different from that of the ethnic identification of the community.
4. Principals serving in communities of the same ethnic identification as their own race received the same ratings by teachers on Demand Reconciliation as principals serving in communities of different ethnic identification.
5. Principals received higher ratings on Demand Reconciliation by teachers of the same race than by teachers of a race different from that of the principal.
6. Principals received the same ratings on Demand Reconciliation by teachers of the same race as the ethnic identification of the community as by teachers of a race different from that of the ethnic identification of the community.
7. Principals serving in communities of the same ethnic identification as their own race received the same ratings by teachers on Consideration as principals serving in communities of different ethnic identification.

8. Principals received higher ratings on Consideration by teachers of the same race than by teachers of a race different from that of the principal.
9. Principals received the same ratings on Consideration by teachers of the same race and the ethnic identification of the community as by teachers of a race different from that of the ethnic identification of the community.
10. Principals serving in communities of the same ethnic identification as their own race received higher ratings by teachers on Superior Orientation than principals serving in communities of different ethnic identification.
11. Principals received higher ratings on Superior Orientation by teachers of the same race than by teachers of a race different from that of the principal.
12. Principals received lower ratings on Superior Orientation by teachers of the same race as the ethnic identification of the community as by teachers of a race different from that of the ethnic identification of the community.

CHAPTER V

SUMMARY, FINDINGS, DISCUSSION, AND RECOMMENDATIONS

This section contains four parts. These divisions include a summary of the study, findings, discussion and recommendations as a result of the analysis of data gathered for the study.

Summary

The purpose of this study was to examine the effects of race upon faculty perception of the leadership behavior of elementary school principals. The faculty perception of the leadership behavior was measured by the Representation, Demand Reconciliation, Consideration, and Superior Orientation subscales of the Leadership Behavior Description Questionnaire (LBDQ) Form XII. The questions that were raised are as follows:

1. Does the racial background of the principal affect the teacher's perceptions of principal leadership behavior as measured on the four subscales of the LBDQ Form XII in varying racial situations?
2. Does the racial composition of the environment significantly affect the perceived leadership behavior of the principal?
3. Does the racial composition of teachers significantly affect the perceived leadership behavior of the principal?

To obtain the answers to these questions, three general hypotheses were tested. There were three null hypotheses along with the corresponding alternative hypothesis for each of the four subscales.

The Leadership Behavior Description Questionnaire Form XII developed by staff members of the Ohio State leadership studies was selected as the research instrument for the study. Permission to use the instrument was obtained through correspondence with Dr. Julianne R. Adelson, Administrative Assistant at Ohio State University. It has been documented as a valid and reliable tool for describing the leadership behavior of principals.

The design of this study involved the simultaneous administration of the research instrument in 16 elementary schools of the school systems selected for the study. Usable responses were received from 323 teachers for a return rate of 92.8 percent. Validity studies indicate that teachers generally respond in an honest and objective manner.

A survey of literature proved the concept of teacher perception of leadership behavior has been thoroughly and frequently reported. Few assessment approaches of principals considered using race as a variable on the perceptions of their teachers as a means of assessing their leadership behavior.

The data for the study were arranged in a series of tables (1) to show the distribution of the teachers and principals in regard to various demographic characteristics and (2) to compare the scores of teacher perceptions of principals on the four subscales comprising the LBDQ Form XII in regard to race and community ethnic identification.

The Analysis of Variance, specifying the .05 level of significance, was selected for the statistical treatment in the analysis of the differences of the various means of teacher perception of the leadership behavior of the principal.

Findings

The purpose of this section is to present the findings of the study in terms of the hypotheses presented in Chapter IV. This study focuses on the perceptions of the leadership behavior of principals and the statistical significance of the joint

affect that the race of the principal, race of the teacher, and the ethnic identification of the community had on the teachers' perception of the principal. The emphasis of this study was on the interactions between the community's ethnic identification and principal's race, the teacher's ethnic identification and the principal's ethnic identification, and the ethnic identification of the community. Therefore, it should be possible to determine the perceptions of teachers toward principals by examining teacher's perceptions of leadership behavior and how organizational processes are functioning.

The following findings resulted from the analysis on the subscales of the LBDQ: Representation, Demand Reconciliation, Consideration, and Superior Orientation. Responses were from all possible combinations of white and black teachers' rating of white and black principals serving in communities of white, black, and mixed ethnic identification.

The hypotheses examined in testing the relationship between the perceptions of teachers on principal leadership behavior were the following.

1. A principal serving in a community of the same ethnic identification as his/her own race will receive the same ratings by teachers on the four subscales of the LBDQ Form XII as to ratings received by a principal serving in a community of different ethnic identification.
2. A principal will receive the same ratings on the four subscales of the LBDQ Form XII by teachers of his/her own race as by teachers of a different race.
3. A principal will receive the same ratings on the four subscales of the LBDQ Form XII by teachers of the same race as the ethnic identification of the community as by teachers of a race different from that of the ethnic identification of the community.

The analysis of the data indicated that no significant difference existed between the perceptions of faculties toward the leadership behavior of principals on Hypotheses 1 and 3, subscales Representation, Demand Reconciliation, and Consideration. Therefore, the null hypothesis was accepted — no significant difference was found. However, on Hypothesis 2, teacher-principal interaction was rejected at the .05 level of significance. In effect, white teachers rated white principal's leadership higher than they rated the leadership behavior of black principals. Conversely, black teachers rated black leadership behavior higher than white principal's leadership behavior. The analysis of the data did however reveal a significant difference between teacher perception relative to the subscale of Superior Orientation.

The following results pertain to the 12 hypotheses:

1. Representation

On Hypothesis 1 — Principals serving in communities of the same ethnic identification as their own race received the same ratings by teachers on Representation as principals serving in communities of different ethnic identification.

On Hypothesis 2 — Principals received higher ratings by teachers of the same race than by teachers of a race different than that of the principal.

On Hypothesis 3 — Principals received the same ratings by teachers of the same race as the ethnic identification of the community as by teachers of a race different from that of the ethnic identification of the community.

2. Demand Reconciliation

On Hypothesis 4 — Principals serving in communities of the same ethnic identification as their own race received the same ratings by teachers as principals serving in communities of different ethnic identification.

On Hypothesis 5 — Principals received higher ratings of the same race than by teachers of a race different from that of the principal.

On Hypothesis 6 — Principals received the same ratings by teachers of the same race as the ethnic identification of the community as by teachers of a race different from that of the ethnic identification of the community.

3. Consideration

On Hypothesis 7 — Principals serving in communities of the same ethnic identification as their own race received the same ratings by teachers as principals serving in communities of different ethnic identification.

On Hypothesis 8 — Principals received higher ratings by teachers of the same race than by teachers of a race different from that of the principal.

On Hypothesis 9 — Principals received the same ratings by teachers of the same race as the ethnic identification of the community as by teachers of a race different from that of the ethnic identification of the community.

4. Superior Orientation

On Hypothesis 10 — Principals serving in communities of the same ethnic identification as their own race received higher ratings by teachers than principals serving in communities of different ethnic identification.

On Hypothesis 11 — Principals received higher ratings by teachers of the same race than of a race different from that of the principal.

On Hypothesis 12 — Principals received lower ratings by teachers of the same race as the ethnic identification of the community as by teachers

of a race different from that of the ethnic identification of the community.

In summary, the analysis of the data did indicate that some teachers' perception of principal's leadership behavior was influenced by race. Overall, the data revealed that most teachers participating in the study reported a general satisfaction with their principal's leadership behavior.

Discussion

In this study it was found that the similarity of the race of the principal and faculty was a significant factor in the perception of the leadership behavior of principals.

Based on the results of this study and previous studies, it is clear that racial stereotyping is still prevalent. Specifically, ethnicity or race — as shown in previous studies cited — interacts with perception in a manner that causes the teacher to distort his or her opinion of the effectiveness of their principal's leadership behavior. Further, the results of this study clearly demonstrate that ethnicity or race influences perception regardless of the particular racial mix, i.e., black teacher/white principal, white teacher/black principal. It is interesting to note, however, that the physical location of a particular school, taking into consideration the community characteristics, with one exception, had no significant impact upon teacher perception. In effect, the implication is that the school environment represents a stronger influence upon perception of teachers than the surrounding environment. School administrators must be cognizant of this situation and continue to review existing practices to seek a solution to this problem.

Otherwise, principals who are attempting to structure a viable educational program might have their efforts hampered and might fall short of their goals if disharmony prevails. It is apparent that there is the potential for a lack of trust

and confidence in administrators that are of racial origin different from that of the teachers. More significantly, this lack of trust and confidence could influence the teacher's interactions with students.

It is a tenable supposition that the extent to which an instructional leader is able to facilitate improvement of instruction is directly related to how the teacher perceives instructional leadership. Many leaders do not have the awareness of their own perceptiveness or of the perceptions that others have of them. This is an important point, because it is how a person sees himself that causes him to perform effectively or ineffectively in his role.

The school administrator should be receptive to his subordinates' opinions and attitudes toward his leadership effectiveness. The research maintains that mixed racial groupings relative to both faculties and school administrators, are more conducive to maintaining a harmonious school environment.

In settings where the population is racially heterogeneously grouped, there are fewer incidences of stereotyping than when the population is homogeneously grouped. Therefore, this researcher contends that the preferable school situation for reducing racial stereotyping is one that contains a mixture of ethnic groups.

Recommendations

The following recommendations are made as a result of this research:

1. This study be expanded to include more school systems to provide a wider sample.
2. This study be expanded to include students of all levels.
3. This study be expanded to include middle and high school teachers and principals.
4. Studies of this type be ongoing so that knowledge and insight into teachers' perceptions of leadership behavior of principals is available.

5. This study be expanded to include all twelve subscales of the LBDQ Form XII.
6. This study be expanded to assess a faculty's perception of black and white principals (with the LBDQ Form XII) using the following variables.
 - a. Race and sex
 - (1) Black males vs. white males
 - (2) Black females vs. white females
 - (3) Black males vs. black females
 - (4) White males vs. white females
 - b. Race and grade level of teaching
 - (1) Black kindergarten teacher vs. white kindergarten teachers
 - (2) Black elementary teachers vs. white elementary teachers
7. A study which includes teacher's perceptions of the leadership behavior of black principals with predominantly white student populations or white principals with predominantly black student population be conducted. This study would provide insight into race in perceptions of faculty and students which would provide valuable input to the principal.

From the above recommendations, a researcher could analyze data that would uncover information valuable to those being perceived. Additionally, it is hoped that the tendencies and implications in this study will in some way contribute to the literature in the field of educational administration.

In summation, this study has examined the effects of ethnic or racial origin upon the perceptions of teachers toward the leadership behavior of principals. In view of the fact that schools represent the nucleus of our democratic society, it is imperative that they reflect an environment which is conducive to learning. Faculty and administrative harmony is therefore *sin que nom* to such an environment.

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APPENDICES

APPENDIX A
LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE
RESPONSES BY PARTICIPANTS

LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE RESPONSES BY PARTICIPANTS

Subject Number	Community Ethnic Identification	Principal Race	Teacher Race	Subscales			
				Representation	Demand Reconciliation	Consideration	Superior Orientation
001	White	White	White	4.0	4.4	4.5	4.0
002	White	White	White	4.6	4.2	3.9	4.5
003	White	White	White	4.8	2.6	2.9	4.6
004	White	White	White	3.6	3.8	4.0	3.0
005	White	White	White	5.0	5.0	4.6	4.1
006	White	White	White	4.0	4.0	4.2	3.6
007	White	White	White	4.8	5.0	4.5	3.9
008	White	White	White	4.2	4.0	4.2	4.1
009	White	White	White	5.0	2.4	3.3	4.4
010	White	White	White	4.4	3.8	4.3	4.1
011	White	White	White	4.4	3.4	4.0	3.9
012	White	White	White	4.4	5.0	4.9	3.6
013	White	White	White	4.4	4.6	4.9	4.3
014	White	White	White	4.4	5.0	4.9	3.2
015	White	White	White	3.4	2.6	2.2	3.9
016	White	White	White	5.0	4.8	4.1	3.5
017	White	White	White	3.8	5.0	3.8	3.3
018	White	White	White	4.0	4.4	3.8	3.6
019	White	White	White	4.4	4.6	4.5	3.5
020	White	White	White	5.0	4.4	4.3	3.7
021	White	White	White	4.6	4.8	4.4	3.7
022	White	White	White	5.0	3.2	3.4	3.7
023	White	White	White	4.2	3.4	3.8	3.2
024	White	White	White	5.0	4.4	4.6	4.2
025	White	White	White	4.2	4.4	4.3	3.9
026	White	White	White	4.4	4.2	4.0	4.3
027	White	White	White	4.4	2.8	3.5	3.7
028	White	White	White	4.2	4.4	4.6	4.0
029	White	White	White	4.4	3.8	3.8	4.1
030	White	White	White	5.0	4.2	4.2	4.2

LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE RESPONSES BY PARTICIPANTS

Subject Number	Community Ethnic Identification	Principal Race	Teacher Race	Subscales			
				Representation	Demand Reconciliation	Consideration	Superior Orientation
031	White	White	White	4.4	3.8	4.2	4.0
032	White	White	White	5.0	4.2	4.3	4.4
033	White	White	White	2.8	3.8	3.6	3.5
034	White	White	White	5.0	4.8	4.7	3.8
035	White	White	White	4.2	4.2	4.2	3.3
036	White	White	White	4.4	4.8	4.5	4.1
037	White	White	White	4.4	4.8	4.5	4.2
038	White	White	White	3.2	2.8	3.2	3.9
039	White	White	White	4.0	4.8	5.0	4.7
040	White	White	White	5.0	5.0	5.0	3.5
041	White	White	White	5.0	5.0	5.0	3.4
042	White	White	White	3.8	3.6	3.6	3.9
043	White	White	White	4.6	4.4	4.0	4.0
044	White	White	White	3.4	2.4	3.3	4.4
045	White	White	White	4.0	3.4	4.1	4.6
046	White	White	White	5.0	4.2	3.6	4.6
047	White	White	White	3.4	3.6	3.4	3.6
048	White	White	White	4.0	3.8	2.3	4.6
049	White	White	White	4.6	3.6	2.3	4.0
050	White	White	Black	2.8	5.0	4.4	4.7
051	White	White	Black	4.0	3.6	3.6	2.9
052	White	White	Black	3.8	3.4	4.0	3.0
053	White	White	Black	4.2	3.6	3.3	3.7
054	White	White	Black	3.6	3.8	4.6	3.9
055	White	White	Black	4.0	4.6	4.2	3.6
056	White	White	Black	3.6	3.8	4.2	3.9
057	White	White	Black	4.4	4.4	4.4	4.2
058	White	White	Black	5.0	4.6	5.0	4.0
059	White	White	Black	3.4	3.0	3.5	3.2
060	White	White	Black	3.2	3.8	3.9	4.0

LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE RESPONSES BY PARTICIPANTS

Subject Number	Community Ethnic Identification	Principal Race	Teacher Race	Subscales			
				Representation	Demand Reconciliation	Consideration	Superior Orientation
061	White	White	Black	3.0	3.2	3.1	3.3
062	White	White	Black	4.4	3.8	3.9	4.0
063	White	White	Black	4.2	4.4	4.6	4.5
064	White	White	Black	4.8	5.0	4.7	3.9
065	White	White	Black	5.0	3.6	3.5	3.6
066	White	White	Black	4.4	4.2	3.8	3.9
067	White	White	Black	4.4	4.2	4.1	3.3
068	White	White	Black	3.6	3.2	3.4	3.8
069	White	White	Black	3.4	4.0	3.2	3.7
070	White	White	Black	3.8	4.0	4.3	3.7
071	White	White	Black	3.0	3.4	2.5	3.6
072	White	White	Black	4.0	4.6	4.2	3.6
073	White	White	Black	3.6	4.8	4.6	3.7
074	White	White	Black	4.0	4.2	4.2	3.5
075	White	White	Black	4.6	4.6	4.8	3.8
076	White	White	Black	2.4	2.4	2.7	3.6
077	White	White	Black	4.0	3.0	3.2	2.7
078	White	White	Black	3.0	3.0	3.0	4.3
079	White	White	Black	5.0	5.0	4.8	4.1
080	White	White	Black	3.4	3.0	2.6	4.6
081	White	White	Black	4.2	4.6	3.6	4.3
082	White	White	Black	4.4	3.6	3.3	4.0
083	White	White	Black	3.2	2.8	3.2	3.3
084	White	Black	White	4.0	3.8	4.3	3.4
085	White	Black	White	3.0	3.0	3.0	3.0
086	White	Black	White	3.0	3.0	3.0	3.0
087	White	Black	White	3.6	3.4	3.3	3.0
088	White	Black	White	4.0	4.2	4.1	3.5
089	White	Black	White	4.6	4.4	4.1	3.7
090	White	Black	White	4.4	4.4	4.8	4.8
						4.5	4.0

LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE RESPONSES BY PARTICIPANTS

Subject Number	Community Ethnic Identification	Principal Race	Teacher Race	Subscales			
				Representation	Demand Reconciliation	Consideration	Superior Orientation
091	White	Black	White	4.6	5.0	4.2	4.2
092	White	Black	White	4.8	4.2	4.5	4.0
093	White	Black	White	4.4	3.8	3.8	4.0
094	White	Black	White	3.2	2.8	3.2	3.3
095	White	Black	White	3.8	3.8	4.1	3.5
096	White	Black	White	3.6	3.4	3.3	3.5
097	White	Black	White	3.8	4.0	4.1	3.6
098	White	Black	White	3.4	3.8	4.0	3.6
099	White	Black	White	4.4	3.6	3.1	3.1
100	White	Black	White	3.4	3.6	3.4	3.6
101	White	Black	White	3.2	2.8	3.0	3.2
102	White	Black	White	3.6	3.2	2.9	3.4
103	White	Black	White	3.2	2.4	3.2	2.7
104	White	Black	White	3.4	2.8	3.0	2.9
105	White	Black	White	3.0	2.4	2.9	3.2
106	White	Black	White	4.4	3.2	2.8	3.5
107	White	Black	White	3.6	3.2	2.9	3.3
108	White	Black	White	3.0	2.6	3.2	3.4
109	White	Black	White	3.4	3.4	3.1	3.8
110	White	Black	White	3.2	3.8	3.8	3.1
111	White	Black	White	3.0	3.4	3.1	3.2
112	White	Black	White	4.2	3.2	4.1	4.2
113	White	Black	Black	4.2	3.6	4.2	3.7
114	White	Black	Black	4.4	5.0	4.7	3.7
115	White	Black	Black	4.2	3.6	4.4	4.4
116	White	Black	Black	4.2	4.8	4.7	4.3
117	White	Black	Black	4.0	4.0	4.3	3.6
118	White	Black	Black	4.2	4.8	4.7	3.9
119	White	Black	Black	4.4	5.0	4.8	4.5
120	White	Black	Black	4.8	4.2	4.2	4.2

LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE RESPONSES BY PARTICIPANTS

Subject Number	Community Ethnic Identification	Principal Race	Teacher Race	Subscales			
				Representation	Demand Reconciliation	Consideration	Superior Orientation
121	White	Black	Black	5.0	4.6	4.3	4.4
122	White	Black	Black	4.2	4.4	4.8	4.3
123	White	Black	Black	4.6	4.6	4.8	4.3
124	White	Black	Black	5.0	4.6	4.5	4.4
125	White	Black	Black	4.8	4.4	4.6	4.4
126	White	Black	Black	4.8	4.6	4.6	4.9
127	White	Black	Black	4.6	4.6	4.6	4.4
128	White	Black	Black	3.4	3.2	3.8	4.3
129	White	Black	Black	4.2	3.4	2.8	3.7
130	White	Black	Black	5.0	4.6	4.4	4.4
131	White	Black	Black	4.2	2.4	3.4	3.7
132	Black	White	White	3.8	4.8	4.5	4.6
133	Black	White	White	3.6	3.6	4.1	3.4
134	Black	White	White	5.0	5.0	4.8	3.7
135	Black	White	White	5.0	4.4	4.5	3.7
136	Black	White	White	4.6	4.6	4.5	3.7
137	Black	White	White	4.6	4.6	4.8	3.8
138	Black	White	White	4.6	4.6	4.3	3.8
139	Black	White	White	4.8	3.8	4.0	4.1
140	Black	White	Black	4.2	4.2	4.3	3.8
141	Black	White	Black	3.2	4.6	4.4	3.3
142	Black	White	Black	2.6	3.0	3.4	3.3
143	Black	White	Black	2.8	3.2	3.7	3.2
144	Black	White	Black	4.4	4.0	4.4	3.5
145	Black	White	Black	3.8	2.8	4.0	3.9
146	Black	White	Black	4.8	4.6	4.7	4.0
147	Black	White	Black	3.6	3.6	4.2	3.4
148	Black	White	Black	4.0	3.4	3.9	3.9
149	Black	White	Black	3.6	4.0	4.5	3.4
150	Black	White	Black	3.6	3.0	3.3	3.2

LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE RESPONSES BY PARTICIPANTS

Subject Number	Community Ethnic Identification	Principal Race	Teacher Race	Subscales			
				Representation	Demand Reconciliation	Consideration	Superior Orientation
151	Black	White	Black	4.4	4.2	4.5	3.3
152	Black	White	Black	3.0	2.6	3.7	2.6
153	Black	White	Black	3.4	3.2	3.5	3.1
154	Black	White	Black	2.2	3.2	3.6	3.0
155	Black	White	Black	4.2	4.2	4.0	3.9
156	Black	White	Black	4.8	4.6	4.0	3.7
157	Black	White	Black	3.0	3.0	3.0	3.0
158	Black	White	Black	4.8	4.2	4.9	4.5
159	Black	White	Black	4.6	4.4	4.3	3.6
160	Black	White	Black	3.4	3.6	3.6	3.2
161	Black	White	Black	4.0	4.0	3.7	3.3
162	Black	White	Black	4.0	4.0	3.7	3.3
163	Black	White	Black	3.2	2.2	3.6	3.1
164	Black	White	Black	3.4	3.4	3.3	3.2
165	Black	White	Black	3.8	3.2	3.9	3.1
166	Black	Black	White	4.0	5.0	5.0	3.6
167	Black	Black	White	4.8	4.6	4.3	4.4
168	Black	Black	White	3.8	3.4	3.0	3.5
169	Black	Black	White	4.0	4.0	4.2	3.9
170	Black	Black	White	4.6	4.2	3.9	3.7
171	Black	Black	White	2.4	3.0	2.9	3.2
172	Black	Black	White	2.2	2.6	3.3	2.9
173	Black	Black	White	2.6	5.0	4.8	4.1
174	Black	Black	White	4.6	3.8	3.3	4.1
175	Black	Black	White	4.4	3.6	3.4	4.1
176	Black	Black	White	4.0	3.4	2.9	4.3
177	Black	Black	White	4.2	3.4	2.9	4.3
178	Black	Black	White	3.0	2.2	2.2	2.9
179	Black	Black	White	4.6	4.4	3.9	3.7
180	Black	Black	White	4.4	3.8	3.2	3.8

LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE RESPONSES BY PARTICIPANTS

Subject Number	Community Ethnic Identification	Principal Race	Teacher Race	Subscales			
				Representation	Demand Reconciliation	Consideration	Superior Orientation
181	Black	Black	White	3.8	4.2	4.0	4.3
182	Black	Black	White	3.6	2.8	2.7	3.1
183	Black	Black	White	4.0	3.6	3.3	4.1
184	Black	Black	White	2.8	4.4	3.8	3.8
185	Black	Black	White	3.6	3.6	3.3	3.9
186	Black	Black	White	4.4	3.2	3.1	3.8
187	Black	Black	White	3.8	3.6	3.5	3.6
188	Black	Black	White	3.2	3.0	3.4	3.7
189	Black	Black	White	4.0	3.0	3.3	3.6
190	Black	Black	White	3.4	3.0	3.5	3.9
191	Black	Black	White	3.0	3.0	3.3	4.4
192	Black	Black	White	3.2	2.2	3.0	3.9
193	Black	Black	White	4.0	4.2	3.4	3.7
194	Black	Black	White	3.4	2.8	3.6	3.8
195	Black	Black	White	4.2	3.4	3.3	4.4
196	Black	Black	White	4.4	4.2	3.6	4.6
197	Black	Black	White	2.2	2.6	2.7	3.6
198	Black	Black	White	4.4	4.4	3.7	4.5
199	Black	Black	White	3.6	3.8	3.5	4.2
200	Black	Black	White	1.4	2.0	2.9	4.0
201	Black	Black	White	1.6	2.0	3.3	3.7
202	Black	Black	White	2.0	3.2	3.0	3.6
203	Black	Black	White	4.4	4.0	3.0	4.1
204	Black	Black	White	3.4	3.2	3.0	3.6
205	Black	Black	White	3.6	3.2	2.8	3.9
206	Black	Black	White	3.0	3.2	2.9	3.6
207	Black	Black	White	3.0	3.2	2.9	3.6
208	Black	Black	White	4.4	4.4	3.3	4.2
209	Black	Black	Black	4.8	3.8	3.7	4.2
210	Black	Black	Black	3.6	3.8	3.8	3.3

LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE RESPONSES BY PARTICIPANTS

Subject Number	Community Ethnic Identification	Principal Race	Teacher Race	Subscales			
				Representation	Demand Reconciliation	Consideration	Superior Orientation
211	Black	Black	Black	3.4	4.2	5.0	4.5
212	Black	Black	Black	3.6	3.6	4.0	3.9
213	Black	Black	Black	3.8	4.6	4.4	4.1
214	Black	Black	Black	4.0	4.4	4.3	4.1
215	Black	Black	Black	4.2	3.6	4.2	3.9
216	Black	Black	Black	3.4	4.4	4.4	3.9
217	Black	Black	Black	3.8	5.0	4.5	4.4
218	Black	Black	Black	5.0	4.8	5.0	4.1
219	Black	Black	Black	4.8	4.2	5.0	4.4
220	Black	Black	Black	4.4	4.6	4.8	4.6
221	Black	Black	Black	4.6	4.6	4.5	3.3
222	Black	Black	Black	4.8	4.6	4.6	3.9
223	Black	Black	Black	4.2	4.4	4.2	3.5
224	Black	Black	Black	4.2	4.4	4.5	3.4
225	Black	Black	Black	4.2	4.0	2.8	4.7
226	Black	Black	Black	4.4	5.0	4.3	4.4
227	Black	Black	Black	4.2	3.8	3.4	4.2
228	Black	Black	Black	4.4	4.6	3.9	3.2
229	Black	Black	Black	3.4	3.0	3.4	4.2
230	Black	Black	Black	4.0	4.4	4.3	3.6
231	Black	Black	Black	4.8	4.4	4.4	3.8
232	Black	Black	Black	4.2	4.4	3.5	3.9
233	Black	Black	Black	4.6	4.6	4.7	3.5
234	Black	Black	Black	4.0	4.4	4.4	3.7
235	Black	Black	Black	4.0	4.4	4.4	3.4
236	Black	Black	Black	4.8	4.4	4.4	3.4
237	Black	Black	Black	3.2	3.0	2.9	3.2
238	Black	Black	Black	4.6	4.0	3.9	4.2
239	Black	Black	Black	4.6	3.8	4.1	4.8
240	Black	Black	Black	4.0	4.0	3.5	4.2

LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE RESPONSES BY PARTICIPANTS

Subject Number	Community Ethnic Identification	Principal Race	Teacher Race	Subscales			
				Representation	Demand Reconciliation	Consideration	Superior Orientation
241	Black	Black	Black	4.4	4.2	3.7	3.7
242	Black	Black	Black	4.0	3.0	3.5	3.3
243	Black	Black	Black	4.6	4.4	3.6	4.5
244	Black	Black	Black	3.6	3.8	3.5	3.3
245	Black	Black	Black	4.8	2.6	2.3	3.8
246	Black	Black	Black	4.8	3.6	3.9	4.1
247	Black	Black	Black	4.0	3.8	3.8	3.8
248	Black	Black	Black	3.8	3.0	2.8	3.7
249	Black	Black	Black	4.0	4.6	4.3	4.0
250	Black	Black	Black	4.2	4.0	3.9	4.3
251	Black	Black	Black	4.4	4.4	4.5	4.1
252	Black	Black	Black	4.6	3.2	3.6	3.3
253	Black	Black	Black	4.0	4.6	4.8	3.7
254	Black	Black	Black	4.6	4.4	3.3	4.1
255	Black	Black	Black	4.6	4.0	4.4	4.4
256	Black	Black	Black	4.8	4.6	4.2	4.1
257	Black	Black	Black	4.8	4.6	3.7	4.5
258	Black	Black	Black	4.6	4.2	4.1	4.2
259	Mixed	White	White	3.8	3.4	3.6	3.9
260	Mixed	White	White	4.2	2.4	3.6	4.3
261	Mixed	White	White	4.6	3.4	2.7	4.7
262	Mixed	White	White	3.8	4.0	3.7	3.9
263	Mixed	White	White	4.6	4.8	4.4	4.9
264	Mixed	White	White	4.2	4.4	4.6	4.1
265	Mixed	White	White	4.0	3.8	2.5	4.1
266	Mixed	White	White	4.6	4.4	4.9	4.9
267	Mixed	White	White	4.6	4.0	4.4	4.1
268	Mixed	White	White	3.8	3.4	3.4	3.7
269	Mixed	White	White	4.6	5.0	4.6	4.6
270	Mixed	White	White	5.0	4.8	4.1	4.8

LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE RESPONSES BY PARTICIPANTS

Subject Number	Community Ethnic Identification	Principal Race	Teacher Race	Subscales			
				Representation	Demand Reconciliation	Consideration	Superior Orientation
271	Mixed	White	White	4.4	4.2	4.6	4.0
272	Mixed	White	Black	4.4	4.8	4.8	3.4
273	Mixed	White	Black	2.2	2.8	2.6	3.2
274	Mixed	White	Black	3.4	3.2	3.2	3.7
275	Mixed	White	Black	5.0	5.0	5.0	4.0
276	Mixed	White	Black	4.0	4.0	4.1	4.0
277	Mixed	White	Black	3.6	3.8	3.8	3.6
278	Mixed	White	Black	4.4	4.4	4.7	4.0
279	Mixed	White	Black	4.0	4.8	4.3	3.8
280	Mixed	White	Black	3.0	3.0	3.0	3.8
281	Mixed	White	Black	4.2	4.6	4.5	4.7
282	Mixed	White	Black	3.6	4.0	4.1	4.0
283	Mixed	White	Black	4.4	4.6	4.6	5.3
284	Mixed	White	Black	4.2	2.2	2.8	3.9
285	Mixed	White	Black	4.2	2.2	3.0	4.0
286	Mixed	White	Black	5.0	3.8	3.7	3.8
287	Mixed	White	Black	3.8	3.2	3.6	3.9
288	Mixed	White	Black	4.0	4.0	3.7	3.5
289	Mixed	White	Black	4.8	4.8	4.6	4.8
290	Mixed	White	Black	4.0	4.4	4.2	3.5
291	Mixed	Black	White	3.8	4.6	3.9	3.4
292	Mixed	Black	White	4.0	4.8	4.2	3.9
293	Mixed	Black	White	4.6	4.4	4.5	4.4
294	Mixed	Black	White	4.4	4.0	4.8	4.6
295	Mixed	Black	White	3.8	5.0	3.6	4.0
296	Mixed	Black	White	4.2	4.8	4.3	4.0
297	Mixed	Black	White	4.8	4.4	3.6	4.4
298	Mixed	Black	White	3.8	2.4	3.0	2.9
299	Mixed	Black	White	4.4	3.6	2.8	3.1
300	Mixed	Black	White	5.0	4.6	4.6	4.0

LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE RESPONSES BY PARTICIPANTS

Subject Number	Community Ethnic Identification	Principal Race	Teacher Race	Subscales			
				Representation	Demand Reconciliation	Consideration	Superior Orientation
301	Mixed	Black	White	4.0	3.4	3.3	3.7
302	Mixed	Black	Black	3.8	5.0	4.2	4.0
303	Mixed	Black	Black	4.6	4.6	3.5	3.7
304	Mixed	Black	Black	4.0	5.0	4.6	4.4
305	Mixed	Black	Black	4.4	4.6	4.5	3.4
306	Mixed	Black	Black	4.0	4.4	4.6	4.0
307	Mixed	Black	Black	4.6	4.8	4.6	4.8
308	Mixed	Black	Black	3.4	4.8	4.4	4.6
309	Mixed	Black	Black	3.6	4.4	4.2	4.3
310	Mixed	Black	Black	3.2	4.4	4.9	4.8
311	Mixed	Black	Black	5.0	4.8	4.9	4.0
312	Mixed	Black	Black	4.0	5.0	4.9	4.2
313	Mixed	Black	Black	3.6	4.6	4.5	3.9
314	Mixed	Black	Black	4.2	4.0	4.3	3.1
315	Mixed	Black	Black	4.4	4.4	4.8	4.2
316	Mixed	Black	Black	4.6	4.2	3.8	3.8
317	Mixed	Black	Black	4.2	3.2	3.2	3.8
318	Mixed	Black	Black	4.6	1.8	2.0	2.5
319	Mixed	Black	Black	5.0	2.8	4.2	3.1
320	Mixed	Black	Black	4.0	2.6	2.8	4.3
321	Mixed	Black	Black	2.6	4.4	4.6	3.5
322	Mixed	Black	Black	4.0	4.0	4.4	4.4
323	Mixed	Black	Black	3.6	4.4	4.6	3.9

APPENDIX B
COVER LETTER TO TEACHER WITH LEADERSHIP
BEHAVIOR DESCRIPTION QUESTIONNAIRE FORM XII
AND STATEMENT OF POLICY

INSTRUCTIONAL SERVICES CENTER

2930 Forest Hill Dr., SW
Atlanta, Georgia 30315

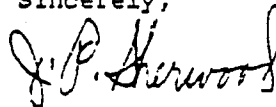
June 3, 1980

Dear Teacher:

I am engaged in a study to determine the influence of ethnicity on principals' behavior as perceived by teachers. I am interested in finding out how you feel about your principal's administrative behavior. Therefore, I am requesting that you take a few minutes and complete the attached questionnaire. Please complete and return to me immediately through the school mail.

Thank you very much for your cooperation.

Sincerely,




J. P. Sherwood
Coordinator
Emergency School Aid Act

JPS:cr

Attachment

APPROVED:


Alonzo A. Criss, Superintendent

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE—Form XII

Originated by staff members of
The Ohio State Leadership Studies
and revised by the
Bureau of Business Research

Purpose of the Questionnaire

On the following pages is a list of items that may be used to describe the behavior of your supervisor. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. Although some items may appear similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, the behavior of your supervisor.

Note: The term, "*group*," as employed in the following items, refers to a department, division, or other unit of organization that is supervised by the person being described.

The term "*members*," refers to all the people in the unit of organization that is supervised by the person being described.

Published by

College of Administrative Science
The Ohio State University
Columbus, Ohio

DIRECTIONS:

- a. READ each item carefully.
- b. THINK about how frequently the leader engages in the behavior described by the item.
- c. DECIDE whether he/she (A) always, (B) often, (C) occasionally, (D) seldom or (E) never acts as described by the item.
- d. DRAW A CIRCLE around one of the five letters (A B C D E) following the item to show the answer you have selected.

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

- e. MARK your answers as shown in the examples below.

Example: Often acts as described A B C D E

Example: Never acts as described A B C D E

Example: Occasionally acts as described A B C D E

1. Acts as the spokesperson of the group A B C D E

2. Publicizes the activities of the group A B C D E

3. Speaks as the representative of the group A B C D E

4. Speaks for the group when visitors are present A B C D E

5. Represents the group at outside meetings A B C D E

A = Always

E = Often

C = Occasionally

D = Seldom

E = Never

- | | | | | | |
|--|---|---|---|---|---|
| 6. Handles complex problems efficiently | A | B | C | D | E |
| 7. Gets swamped by details | A | B | C | D | E |
| 8. Gets things all tangled up | A | B | C | D | E |
| 9. Can reduce a madhouse to system and order | A | B | C | D | E |
| 10. Gets confused when too many demands are made of him.. | A | B | C | D | E |
| 11. Is friendly and approachable | A | B | C | D | E |
| 12. Does little things to make it pleasant to be a member
of the group..... | A | B | C | D | E |
| 13. Puts suggestions made by the group into operation.... | A | B | C | D | E |
| 14. Treats all group members as his/her equals | A | B | C | D | E |
| 15. Gives advance notice of changes | A | B | C | D | E |
| 16. Keeps to himself/herself | A | B | C | D | E |
| 17. Looks out for the personal welfare of group members.. | A | B | C | D | E |
| 18. Is willing to make changes | A | B | C | D | E |
| 19. Refuses to explain his/her actions | A | B | C | D | E |
| 20. Acts without consulting the group | A | B | C | D | E |
| 21. Gets along well with the people above him/her | A | B | C | D | E |
| 22. Keeps the group in good standing with higher authority. | A | B | C | D | E |
| 23. Is working hard for a promotion | A | B | C | D | E |
| 24. Enjoys the privileges of his/her position | A | B | C | D | E |

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

- | | | | | | |
|--|---|---|---|---|---|
| 25. His/her superiors act favorably on most of his/her suggestions | A | B | C | D | E |
| 26. Gets his/her superiors to act for the welfare of the group members | A | B | C | D | E |
| 27. His/her word carries weight with superiors | A | B | C | D | E |
| 28. Gets what he/she asks for from his/her superiors | A | B | C | D | E |
| 29. Is working his/her way to the top | A | B | C | D | E |
| 30. Maintains cordial relation with superiors | A | B | C | D | E |

Demographic Data Sheet

Directions: Please place a check beside the appropriate response that applies to you.

I. <u>SEX</u>	IV. <u>ETHNIC IDENTIFICATION</u>
_____ Male	_____ White
_____ Female	_____ Black
	_____ Other
II. <u>AGE</u>	V. <u>YEARS OF EXPERIENCE IN THIS SYSTEM</u>
_____ 20-25	_____ 1-5
_____ 26-30	_____ 6-10
_____ 31-35	_____ 11-15
_____ 36-40	_____ 16-20
_____ 41-45	_____ 21-25
_____ 46-50	_____ 26-30
_____ 51-55	_____ 31-35
_____ 56-60	_____ 36-40
III. <u>EDUCATIONAL BACKGROUND</u>	VI. <u>YEARS OF EXPERIENCE IN THIS SCHOOL</u>
_____ College	_____ 1-5
_____ Master's Degree	_____ 6-10
_____ Specialist Degree	_____ 11-15
_____ Doctorate	_____ 16-20
_____ Post Graduate Study	

Concerning the Leader Behavior Description Questionnaire and Related Forms

Permission is granted without formal request to use the Leader Behavior Description Questionnaire and other related forms developed at The Ohio State University, subject to the following conditions:

1. Use: The forms may be used in research projects. They may not be used for promotional activities or for producing income on behalf of individuals or organizations other than The Ohio State University.
2. Adaptation and Revision: The directions and the form of the items may be adapted to specific situations when such steps are considered desirable.
3. Duplication: Sufficient copies for a specific research project may be duplicated.
4. Inclusion in dissertations: Copies of the questionnaire may be included in theses and dissertations. Permission is granted for the duplication of such dissertations when filed with the University Microfilms Service at Ann Arbor, Michigan 48106 U.S.A.
5. Copyright: In granting permission to modify or duplicate the questionnaire, we do not surrender our copyright. Duplicated questionnaires and all adaptations should contain the notation "Copyright, 19---, by The Ohio State University."
6. Inquiries: Communications should be addressed to:

Center for Business and Economic Research
The Ohio State University
1775 College Road
Columbus, Ohio 43210 U.S.A.

{ Mr. J. P. Sherwood
510 San Reno Court
College Park Ga. 30349 }

November 5, 1980

*This is O.K. as long
as the respondents are
not identified and this is
purely optional.*

Dr. Harold Dennis
Associate Superintendent
for Instruction
DeKalb County School System
3770 North Decatur Road
Decatur, GA 30032

H. Dennis

Dear Dr. Dennis:

I am a Doctoral Student at Atlanta University, presently working on my Dissertation Proposal. The title of my Dissertation is "The Influence of Ethnicity on Teacher Perception of the Leadership Behavior of Principals in Selected Elementary Schools." The fact that the Atlanta Public School System's population is predominantly black does not give me the representativeness that is needed to avoid bias in my study.

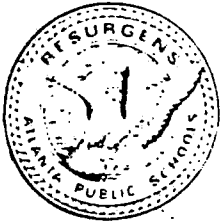
The inclusion of two of the DeKalb County Schools will aid in addressing this problem. Consequently, I am requesting your permission to administer the instrument that will be used in this study (The Leadership Behavior Description Questionnaire). You can be assured that anonymity will be employed. Dr. Dennis, I will appreciate any assistance you can render in this matter. I will send you a copy of my Dissertation immediately upon completion. Enclosed you will find a copy of my Proposal Abstract.

Sincerely yours,

J. P. Sherwood

APPENDIX C

LETTERS OF APPROVAL TO CONDUCT STUDY



ATLANTA PUBLIC SCHOOLS

INSTRUCTIONAL SERVICES CENTER
2930 FORREST HILL DRIVE, S.W.
ATLANTA, GEORGIA 30315

Office of
Assistant Superintendent
for Instruction

April 18, 1980

The Ohio State University
Center for Business and Economic Research
208 Hagerty Hall
1775 College Road
Columbus, Ohio 43210

Dear Sir:

As a doctoral candidate attending Atlanta University in Atlanta, Georgia, I am seeking permission to use the Leadership Behavior Description Questionnaire...Form XII. My study will examine Teacher Perception of Principals' Behavior as Idealized and Actualized.

Please advise me if permission may be granted.

Additionally, if there are forms to complete please forward them to me.

An immediate reply will be appreciated.

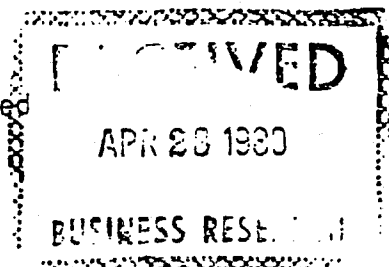
Sincerely,

J.P. Sherwood
J.P. Sherwood

2-23-80

*Permission granted in accordance with the attached Statement of Policy.

--Center for Business and Economic Research
OHIO STATE UNIVERSITY





The Ohio State University

Research Foundation

1314 Kinnear Road
Columbus, Ohio 43212

May 22, 1980

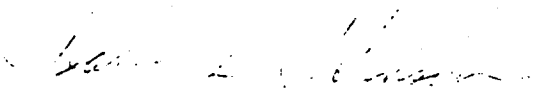
J. P. Sherwood
Atlanta Public Schools
Instructional Services Center
2930 Forrest Hill Drive, S.W.
Atlanta, Georgia 30315

Dear Ms. or Mr. Sherwood:

Regarding your request to use the "Leadership Behavior Description Questionnaire...Form XII," there are no forms to complete, and, yes, you may use the questionnaire.

We are sorry for the delay in replying to your letter, but we do hope it is not too late for your purposes.

Very truly yours,


Jean L. Johnson
Publication Specialist

jld

November 5, 1980

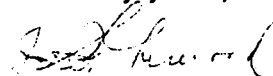
Dr. Harold Dennis
Associate Superintendent
for Instruction
DeKalb County School System
3770 North Decatur Road
Decatur, GA 30032

Dear Dr. Dennis:

I am a Doctoral Student at Atlanta University, presently working on my Dissertation Proposal. The title of my Dissertation is "The Influence of Ethnicity on Teacher Perception of the Leadership Behavior of Principals in Selected Elementary Schools." The fact that the Atlanta Public School System's population is predominantly black does not give me the representativeness that is needed to avoid bias in my study.

The inclusion of two of the DeKalb County Schools will aid in addressing this problem. Consequently, I am requesting your permission to administer the instrument that will be used in this study (The Leadership Behavior Description Questionnaire). It takes approximately thirty minutes to complete this questionnaire. The two schools considered are the Columbia and Fernbank Elementary Schools. You can be assured that anonymity will be employed. Dr. Dennis, I will appreciate any assistance you can render in this matter. I will send you a copy of my Dissertation immediately upon completion. Enclosed you will find a copy of my Proposal Abstract.

Sincerely yours,



J. P. Sherwood



The Ohio State University

Mershon Center

1712 Neil Avenue
Columbus, Ohio 43210
Phone 614 422-9701

January 27, 1981

Mr. J. P. Sherwood
510 San Remo Ct.
College Park, GA 30349

Dear Mr. Sherwood:

Just this minute I received the material you requested last week. I am sorry for the delay which, no doubt, will now be compounded by the U.S. mail service. I do hope--when you finally get this envelope in your hands--that its contents will be of help to you.

Good luck with your dissertation!

Sincerely yours,

A handwritten signature in cursive script that reads 'Julianne R. Adelson'.
Julianne R. Adelson
Admin. Asst.

Encls.

APPENDIX D

VITA

VITA

SHERWOOD, JUNIUS P. JR.

Education:

B. A. Morehouse College, 1958; M. A., Atlanta University, 1968; Courses in Educational Administration, Atlanta University, 1973, 74, 75, 77. Admitted to Doctoral Program, September 1978. Plan to complete requirements for Doctoral of Education Degree, December 1981.

Experience:

Elementary and secondary school teacher, Macon, County, 1958-1960; Elementary school teacher, Peter J. Bryant, Atlanta, Georgia, 1960-65; Coordinator of Emergency School Aid Act, Atlanta, Georgia, 1965-80; School Administrator, Child Treatment Center, Atlanta, Georgia, 1980 to present.

Personal Information:

Married, one son; wife is a teacher with the DeKalb County School System; member of Warren Memorial Methodist A. M. E. Church. Work with the following organizations: Family and Children Services; Alumni Scholarship Fund for Carrie Steele Pitts Orphan Home; Atlanta Community Relations Committee, and the Southside Community Health Services.